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PROCEEDINGS

Twenty-Fifth Annual Conference

of the

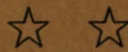
National Association of

Deans and Advisers

of Men

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HELD AT THE
UNIVERSITY OF OHIO
COLUMBUS, OHIO
April 1, 2, 3, 1943

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National Association of

Deans and Advisers

of Men

President Dean J. A. Parks, Ohio State University
Vice-President Dean Arno Nowotny, University of Texas
Secretary-Treasurer Dean Fred H. Turner, University of Illinois
Executive Committee—The Officers and

Dean L. S. Corbett, University of Maine

Dean J. H. Newman, University of Alabama

Dean Earl J. Miller, University of California at Los Angeles

Dean Donald M. DuShane, Lawrence College.

HELD AT THE
UNIVERSITY OF OHIO
COLUMBUS, OHIO
April 1, 2, 3, 1943

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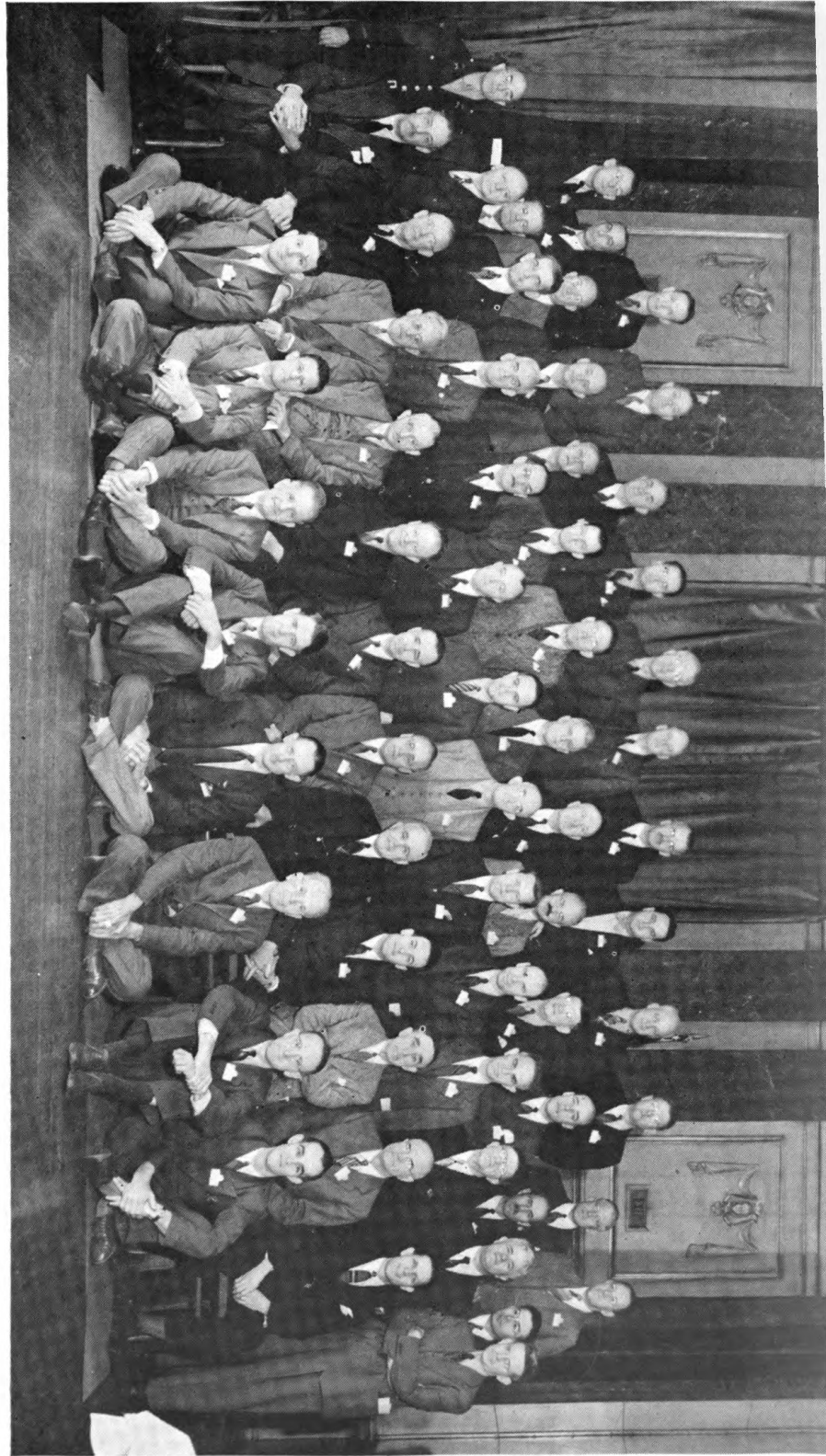
***25th Annual Conference of the
National Association of Deans and Advisers of Men***

COLUMBUS, OHIO—APRIL 1, 2, AND 3, 1943

ROSTER—MEMBERS AND GUESTS

(Reading from Left to Right)

1st Row	2nd Row	3rd Row	4th Row	5th Row
W. S. Guthrie	J. W. Barker	B. C. Daly	N. Nordstrand	P. E. Twining
D. A. Hindman	L. S. Corbett	G. F. Dailey	H. D. Valentine	M. D. Helser
R. H. Linkins	A. D. Engart	F. T. Mitchell	W. Gadd	R. W. Tinsley
A. W. B. Irvine	E. L. Cloyd	A. B. Conklin	H. J. Klepser	W. D. Thornberry
F. H. Turner	B. E. Warden	C. L. Clarke	R. E. Marchester	P. E. Bursley
A. C. Zumbunnen	J. A. Park	K. T. Waugh	W. J. Humber	J. H. Julian
H. Werner	F. J. Brown	R. M. Guess	A. S. Humphreys	R. E. Page
D. E. Kinsel	A. Duerr	F. I. Goldsmith	C. T. Olmsted	D. M. DuShane
	A. J. Murphy	E. F. Bosworth	J. J. Somerville	A. S. Postle
	J. A. Bursley	L. W. Lange	G. E. Hubbell	E. Hunt
	S. H. Goodnight	W. P. Lloyd	L. H. Dirks	
	T. W. Biddle	J. W. Bunn	W. B. Rea	
		J. L. Baillif	W. E. Alderman	
		E. Lyman	C. F. Richards	
		J. O. Moseley		
		J. W. Lucas		
		H. L. Black		



Twenty-fifth Annual Conference
of the
National Association of Deans
and Advisers of Men

COLUMBUS, OHIO
April 1, 2, 3, 1943

THURSDAY MORNING SESSION

APRIL 1, 1943

The opening session of the Twenty-Fifth Annual Conference of the National Association of Deans and Advisers of Men, held at the Deshler-Wallick Hotel and Ohio State University, Columbus, Ohio, April 1-3, 1943, convened at nine-twenty-five o'clock, Dean J. A. Park, President of the Association, presiding.

PRESIDENT PARK: The Conference will be in order. We will begin the Conference by asking Garner Hubbell of Principia to give the invocation. Dean Hubbell.

. . . Invocation . . .

PRESIDENT PARK: It has been customary at meetings of this conference in the past to have the president of the host institution welcome the delegates. It is a particular pleasure for me to present our own President, who comes to his work with us with a unique background. A native Ohioan, a teacher of law, Finance Director for the State of Ohio, a member of the State Supreme Court, later a teacher in the Harvard School of Business, he came to us three years ago, and we have learned to think very highly of him.

He is a man of good judgment. I cite as an example of that, the fact that I talked with him the other day about the work of the dean of men, and he assured me that my job would be all right for at least through the rest of this year. (Laughter) The President has only one weakness, and I probably shouldn't mention it, but I can't refrain at this time. He is an inveterate punster, and inasmuch as the man who is about to respond to his welcome is in the same classification, I can't help but put the two together.

Seriously, it is a distinct pleasure for me to present the President of the Ohio State University, Dr. Howard L. Bevis, who will welcome you at this time. Dr. Bevis. (Applause)

DOCTOR H. L. BEVIS (President Ohio State University)

Listening to the Scripture verses that were read in our hearing a moment ago, there was one that struck me as being particularly appropriate to a person in my position, and particularly in these days. The same appropriateness may have been noted by you: "Lord, save us from presumptuous sin." I don't know of any prayer more appropriate that might be uttered by those who have to do with the lives and fortunes of men, college men, in these days.

I am still customarily referred to in nearly all introductions as the every new President of Ohio State University," but according to statistics, the average official life of an Ohio college president is something less than four years, so, you see, I have already lived out three-fourths of my allotted span and ought to be regarded as a veteran. When I came to this job three years ago—and, parenthetically, let me suggest to you that none of you assume such a job unless you have first undergone a course of physical training roughly comparable to that prescribed for commandos—I was dashing out of the office to fill one of the three or four speaking engagements that had accumulated for the day, when I found, standing in the doorway, our All-American campus cop, Bill North, holding by the arm a contrite and trembling student. Bill barred my path out, and he is a commanding person; so stopped there, and he explained to me that he had apprehended this lad in the process of breaking into another student's locker. Well, in my newness, I wasn't quite sure what that called for, but I thought at least I ought to say some appropriate words to the student, so I did. Then I said to Bill, "Don't you think that you ought to take this fellow first to the Dean of Men?" "Well," said Bill, "that is the way we always did it before, but we've got a new President now and I thought maybe we had a new system." (Laughter) We reestablished the old system, and it has worked smoothly ever since.

By "working smoothly," of course, I mean that I don't have much to do. I judge of whether a thing works smoothly by the number of times it gets to me. If I don't ever hear of it, I naturally assume that it works smoothly, and I very rarely hear of things from our Dean of Men's office.

And since I have been at Ohio State, I have come to have a very much more expanded, and I think a very much more appreciative, opinion of the office and function of a Dean of Men. In these particular times, it seems to me that there is no office in the entire university system which has more significance, which is freighted with more consequence to the immediate effect on human life, than that which is in your hands. And, it will persist throughout the war, notwithstanding the

fact that a good many of our charges are in the process of leaving us rapidly. Others will be coming back, and we shall soon have to look forward to the more difficult days of rehabilitation. Those who are injured are already beginning to come back to us.

I am sure that you have in your minds many questions for this meeting. I hope that your combined wisdom will be able to produce some of the answers, and we, so far as we are concerned, shall be very happy to learn the results of your deliberations.

It is one of the happy functions of college presidents to be able to welcome to campus and city many visiting groups. It gives me great pleasure to welcome you to our city and to our campus. The key is yours. Joe Park knows how to unlock all the doors, and I leave you in his care. (Applause)

PRESIDENT PARK: The acoustics of this room are not too good, and perhaps we can avoid the use of the microphone at least until the hall is fairly well filled. Dean Scott Goodnight of the University of Wisconsin makes the response, and he needs no introduction to this group. It is always a pleasure for us to have Scott Goodnight with us, and we will hear from him at this time. Dean Goodnight. (Applause)

DEAN SCOTT H. GOODNIGHT: Mr. Chairman, Distinguished Guests, and Fellow Deans: It is indeed a pleasure to be in attendance here on a campus which enjoys the reputation of cordial hospitality, and the words of welcome to which we have just listened assure us that the old tradition is being carried on in exemplary fashion.

The President has mentioned the war and our objectives, and those are the things that naturally are uppermost in our minds at this moment. It was the confusion attendant upon the close of World War 1, and the dispersal of the S. A. T. C. of unholy memory, that brought about the first meeting of deans just about 25 years ago. But what a difference between then and now! At that time deans were very few and far between. They were few in numbers, they were new at their job, they had had no training for it, there was no literature in the field there were no—what is this new 75-cent word that we use so much nowadays?—"Directives" available. I don't think we would have recognized them if they had been. We were just picked at random from various and sundry departments, catapulted into the position, dubbed deans of men, and told to make a job of it.

How different today! Only yesterday our ranks were full of fine, energetic, alert, upstanding young fellows who have had superb training—courses in sociology, courses in psychology, in tests and measurements, in vocational guidance and counseling. There is a vast field of literature on the whole subject of guidance and counseling available. Those who come into it now come in well prepared, well grounded, well founded; they know the answers, they know what to look for and how

to seek it. They have come to the rescue of us elders who floundered; about so miserably 25 years ago, and have been doing a good deal of it since that time as far as that is concerned. They have helped straighten us out.

Those fellows, for the most part, now have been siphoned off into various armed services, where, incidentally many of them are doing a swell job in personnel in the Army and the Navy, where personnel work is so very badly needed. But we have had their counsel, we have had their support. And now, as they leave us, and war is with us again, new problems are facing us. The picture on our campus is going to change immensely in the next year or two years. Again we feel the need of coming together, seeking counsel with each other, of hearing from distinguished members of the armed services and branches of government; and again we feel that we have come to the right place, where every facility and every aid will be placed at our service. And we hope that our deliberations will be fruitful, as I know that in these surroundings they can't help but be very pleasurable.

Thank you. (Applause)

PRESIDENT PARK: As you know from your program, we had expected to have the President of the Eastern Association with us today. He sent his regrets, and indicated that he was designating someone to represent him. I wonder if we might ask Dean Hunt of Swarthmore to tell us about the Eastern Association, and bring us the greetings from that group?

DEAN EVERETT HUNT: (SWARTHMORE) The greetings, I am sure, wouldn't be any the less genuine for being unofficial. We have had our usual meetings in New York. The Eastern Association meeting is, of course, much smaller than this, and I hope not too many of them have the, shall I say provincialism? of the East, and don't always know what is doing over the nation as a whole. So I should think that my chief function here would be to absorb whatever ideas I can from this meeting, and take them back to that meeting and I can only express the very humble desire of the Eastern Association to learn as much as it can from the parent meeting. (Applause)

PRESIDENT PARK: Thank you, Dean Hunt. The next item of business on the program is the announcement of committees, and we will proceed to that at this time.

To the Committee on Nominations and Place, Dean Schultz and Dean McCreery are unable to be with us. We shall ask Deans Goodnight and Corbett to serve. Both are former Presidents of the Association. Dean Corbett will be in at noon today.

On the Committee on Resolutions, I should like to ask Dean Somerville of Ohio Wesleyan to serve as Chairman, with Dean Manchester

of Kent, Dean Enyart of Rollins, Dean Lloyd of Brigham Young, and Director Lyman of Northwestern.

PRESIDENT PARK: Tomorrow morning we shall have a roster in your hands of the people who are present, and it is always interesting to learn to know each other. Personally, I regard that as the high point of the Conference, and whether we had a program or not, the fact that we can learn from each other would be ample reward for the effort that it takes to get here. I wonder if we might take time just to identify each other, and ask each of you to give your name and the institution you represent? Will you stand and do that?

. . . Each of those present arose and gave his name and the name of his institution . . .

PRESIDENT PARK: I think we have a fairly good idea of the geographical representation that is here today. Deans Corbett of Maine and Lobdell of M. I. T. will be in on the 11 o'clock train. I asked them each to be responsible that the other arrived in good condition, so we expect that they will be here shortly. That will give us another corner of the country to be represented.

The program now calls for reports from State Associations. They have been none too active this year, but we may turn up some surprises. Dean Manchester, if you would like to make an announcement about the Ohio group, will you do it at this time?

DEAN R. E. MANCHESTER (Kent State University) We had planned originally to go to the Faculty Club, but they were unable to take us. Then the hotel offered us a dinner for \$2.00, which no one had. (Laughter) And we decided we would go to the Coffee Shop this evening and get sandwiches and coffee and talk it over, about six o'clock tonight.

PRESIDENT PARK: Mr. Lyman would you like to say anything about the Illinois group?

DIRECTOR E. LYMAN (Northwestern University): The Illinois group seems to have contributed pretty heavily of its officers to the national effort. I don't know where they went, but they scattered. We thought we were going to have a meeting this spring just before this meeting, and hoped to have a report. But actually when we came to facing the situation, at the last moment we called the meeting off, so there is absolutely nothing to report from Illinois.

PRESIDENT PARK: Are there any other state associations represented:

DEAN M. D. HESLER (Iowa State College): Iowa is represented, but day before yesterday we received notice that our meeting was to be called off for this year. But we have been fairly active in the past.

DEAN C. A. ZUMBRUNNEN (So. Methodist University): Our Texas meeting will be held on the 7th, Wednesday. They have a good program set up, and expect to carry on.

DEAN LOUIS H. DIRKS (DePauw): We have an Association of Indiana. We met last spring. We always meet after this meeting so that if anybody comes here, he can tell us what went on at this meeting. Last year we went to Franklin College and elected the Dean of Wabash College as President for this year. He is now in the service, as well as the President of Wabash. He said, "If you want to have a meeting, go to it." Whether Indiana has a meeting or not is entirely in my hands. I don't know.

PRESIDENT PARK: Apparently there are no other state associations to report. We come to the reports of the standing committees. The Committee on Coordination of Welfare and Personnel Groups. Don Gardner, who is now in the Army service, has served as Chairman of that committee and he will not have a report to present at this time. He is stationed here in Columbus, and hopes to be with us for the evening sessions, so that many of you will have a chance to renew your acquaintance with Don. He was with us last night for an hour or two.

Fred suggests that I mention the fact that the former Dean at Northwestern, Jimmie Armstrong, is now in the Navy, and begins his indoctrination at our school at the Ohio State University today. Judging by the way they have handled the people who are in that school, we may not see Jimmie again for a couple of months. (Laughter) But I did hope that he, too, could come down for at least an evening.

Earl Miller will not be here to report on the Committee on Subversive Organizations. Probably that particular group is being handled pretty well without our assistance. (Laughter)

The Committee on Orientation—Dean Lange of Ohio University. Larry, do you have any report to make at this time?

DEAN LAURENCE W. LANGE: No, Mr. President. What with the deans of men themselves leaving, and the men whom they should dean leaving, the Committee went on into something a little different, as you note from the next item on the program, and I would rather make that as a report of the Committee.

PRESIDENT PARK: We will ask you to move right into the second section, the Report on the Study of Relation of Dean of Men to Military Specialized Training Programs.

DEAN LANGE: I greet my Committee, which I haven't seen since last year and they will hear what has been done in their name. One thing the Committee was interested in was to do something practical. Last year we wanted to get something that would be useful to us all. The same thing this year. It is the old case of the have-nots being inter-

ested in getting from the haves whatever they can—and there were quite a few of us have-nots in the survey—to discover what relation deans of men had to units of the military forces that were on the campus. And that seems to be the central aim of this group anyway—small, intimate, to exchange helpful information.

. . . Dean Lange continued, reading his prepared report.

NADAM

1943 Survey

The Relation of the Dean of Men to Army and Navy Units on the Campus.

I. Background for this Survey

Many colleges already have units of the armed forces on their campus for specialized training. Many other colleges will soon have such units. It would help all of us if we knew the problems and responsibilities of the Dean of Men in connection with this training program.

A brief questionnaire was prepared and sent to 132 colleges including all institutional members of the NADAM. Inasmuch as the questionnaire was not mailed until the middle of March, it was indeed encouraging to receive such prompt responses. As of yesterday, March 31, 1943, a total of 107 colleges had replied and more were still coming in. 81% of you replied; your cooperation is indeed appreciated.

The results should be highly representative of the national picture. All types of colleges are included. Replies came back from all corners of the country. The general interest in this problem was best indicated by the number of men who did not expect to get to our meeting but wanted a copy of the findings.

II. Summary of Army and Navy Units Already in Operation

The kinds of units already in operation range from Pre-pre-Flight Schools to a Japanese Language School, a Chaplain's School and the WAVES! Emphasis appears to be on air training and specialized services such as radio electronics, meteorology and diesel engines.

As one Dean pointed out, it might not be suitable from the national defense point of view to divulge the exact nature and size of units assigned to the specific colleges. In a few cases information was withheld on the grounds that it was a "Military secret." However, if we keep in mind the purpose of this survey, namely, to share with each other the experiences we have had in working out a common problem, then there should be no fear of a misuse of the information offered.

Table I summarizes the situation with respect to the scope of the Army and Navy College Training program now in operation.

TABLE I

Summary of Present and Possible Future Military
Units on the College Campus

Unit	PRESENT UNITS		FUTURE UNITS	
	No of Colleges	% of Total Replying	No. of Colleges	% of Total Replying
ARMY	48	43	55	49
NAVY	34	32	42	40
ARMY and/or NAVY	75	70	83	78
NONE	32	30	7*	7
Total No. of Colleges Replying	107			

*7 are included in 32 not having unit at present

Thus 70% of the colleges replying have an Army or a Navy unit or both in operation on their campus at the present time. There appear to be more Army units than Navy units.

The information of the size of units is not complete. In some cases this information was withheld; in other cases, the number was changing from week to week. On the basis of 43 out of the 48 colleges having Army units, there was an average of 590 soldiers per school. For the Navy, with 30 out of the 34 colleges reporting Navy units, the average was somewhat higher, 627 men per college.

III. Summary of Possible Future Army and Navy Units

For possible future units the emphasis is definitely upon pre-medical and pre-dental units, units of engineers and the Navy V-12 program. Of course, it is also expected that many of the present units will be built up by the assignment of additional quotas. The figures in Table I do not include increases in existing units.

From Table I it is seen that nearly half (49%) of the colleges reporting expect to have additional Army units for specialized training under the ASTP. Some 40% of the colleges answering the questionnaire expect to help in the Navy programs. Altogether, 78% of the colleges expect to get additional Army or Navy units or both. On the other side of the fence, only 7 out of the original 32 who do not have any unit at this time are not expecting some unit in the future.

IV. Relations of the Dean of Men to Units Already Established

Here is the heart of the survey. Leading questions were asked in

the questionnaire to direct your thinking and to keep your answers as brief and practical as possible. What are your responsibilities? Where does the Dean of Men fit into the picture? How is your regular work affected? What suggestions can you offer to help those who may soon be facing your same problems

To further clarify the problems involved, you were asked to consider the following six areas: (1) Personal Counseling, (2) Disciplinary Functions, (3) Social and Recreational Programs, (4) Academic Responsibilities, (5) Housing Responsibilities and (6) Other Relationships.

Remember that the central criterion in evaluating your responses was just this: "What is the relation of the Dean of Men to the Army and Navy Units already established on the campus?"

Personal Counseling

In general, the Dean of Men is not called upon to do personal counseling for the army and navy men on the campus. Table II gives the picture.

TABLE II

Amount of Personal Counseling Done by Dean of Men
In 75 Colleges Having Army or Navy Units
In Operation

NONE	61	81
SOME	12	16
NO ANSWER	2	2
Total	75	100

The overwhelming majority of Deans of Men have no responsibility whatever in connection with the personal counseling of these men. Even among those who list "some" counseling the extent is apparently not very great: "Testing only", "some." "Purely incidental to general information service" and "To date counseling contacts of army students has been about 10% of counseling contacts of civilian groups of comparable size."

In the positive cases are found these answers: "Personnel information is being collected on the AAC students. No connection with OCS.", "the Dean's office acts in an advisory capacity," "Personnel of AAS extended all privileges but their heavy schedule prevents their accepting much of the services," "Work with the C. O. to insure proper relationships between regular students and training units."

The replies indicate that there is more opportunity for personal counseling in the Naval units than in the Army units. "We understand that the personnel services of the college will be expected to act in an advisory capacity to members of the naval unit." "Probably will do some for navy men . . . as for army, who knows?"

Disciplinary Functions

The Dean of Men has no responsibility for discipline with very few exceptions. Usually authority is vested in the commanding officer of the unit and the supervising officers are sent to the college with the unit.

In some cases the Dean of Men "cooperates with the C. O. in case of infraction of school regulations." Another Dean acts "only in coordinating general discipline with Army which should require . . . standards equal to campus." He adds that "in most cases they are even better." The same relationship is expressed by another Dean who reported that "the officers of the post headquarters handle all such matters very well and promptly and in full cooperation with the college social standards wherever the relations of the two schools effect each other."

Two Deans appeared in the positive column. One reports "partial charge for Navy; none for Army" and the other stated "For Navy-yes, For Army-?".

Social and Recreational Programs

Most Deans of Men are involved in the problem of the social and recreational activities of the army and navy men. The extent of this responsibility varies. The Dean of Men may be (1) in full charge as liaison officer for the university, (2) Chairman of a Social Committee, (3) a member of a joint committee or (4) merely in charge of civilian student activities.

The areas of responsibility include (1) coordination with the regular program, (2) use of university facilities, (3) planning special programs, (4) coordination with U. S. O. or other agencies or (5) assisting the special recreation or morale officer who may be assigned to the unit.

Several deans point out that participation by the army or navy men is distinctly limited by the "lock-step" schedule which gives the men free time on week-ends only.

Academic Responsibilities

Only half a dozen Deans reported academic responsibilities in connection with units. "We plan to receive grades bi-monthly or monthly grades and counsel the poorer ones to the extent the army permits." Or "As member of committee of 3 including Commandant and Army Personnel Officer determine whether soldiers at each term's end shall be permitted to continue academic studies." Another "sits in on academic problems relating to Aviation Cadets as they come before the Dean's Council." In a limited number of cases the Dean of Men has been designated to arrange the schedules and supervise the program or to have "entire responsibility for the teaching of all courses."

Several deans have increased their teaching loads in critical fields or have started to teach in addition to their administrative responsibilities.

Housing Responsibilities

The responsibility of the Dean of Men in connection with housing is best summed up by the dean who said "None after the initial arrangements have been made." Several deans sat in on the negotiation of the contract and almost all were responsible for the relocation of regular students when dormitories had to be cleared to make room for the army or navy men.

In a number of cases the use of fraternity houses is being considered either for additional units or for regular students displaced from the university dormitories. Surveys of available housing in town are also being conducted by the Dean of Men's office. In one instance the service is available to officers and their families who may be seeking apartments or homes.

Other Relationships

The "other relationships" which a Dean of Men may have to Army and Navy units on the campus are associated with several conditions: the special aptitudes or interests of the man who is Dean of Men, the position of the office of Dean of Men as it has grown up on different campuses and the abilities and vested interests of other administrative officers or faculty members. Since the position of Dean of Men is similar in general but different in particulars on each campus, a list is simply given of some of the other relationships reported.

1. "Helped trainees contact law teachers for legal advice (power of attorney) (income taxes)."
2. "I serve as Armed Forces Representative."
3. "Offered services as a clergyman to minister to the men."
4. "Beginning March 1, 1943 (Dean of Men) was appointed full-time Dean of the Army Air Forces Training Detachment for the duration of the war."
5. "Chief duty is to act as coordinating officer between the university and Navy."
6. "Good neighbor."
7. "Member of general faculty War Council."
8. "Religious guidance."
9. "I have organized a fine cadet band."
10. "Red Cross Field Representative is housed in the office."
11. "Addresses of welcome when new detachments arrive."

The "Forgotten Men"

Will the regular civilian students be the "forgotten men?" One Dean reports: "After June 1, 1943, we shall have very few regular men students." Another Dean reports: "We expect 400-600 civilian students throughout the emergency." Doubtlessly there will be some younger men in college, the halt and the blind and specially deferred men. What will become of them? This survey reveals that the Army

and Navy units are taking over the rooming facilities, providing their own personal counseling and discipline, drawing the faculty into specialized fields and, in general, dominating the college scene.

This situation has caused several Deans to speak out against such a usurpation. "The regular student's programs of study must be guarded and they require as much advice thereon as before." Or "Our regular schedule is not affected. I believe that the Dean of Men should use his time with the regular students . . ."

This association may find that it must stop laughing at Cowley's "Disappearing Dean of Men" thesis. As a ray of hope, some Deans believe that the new Navy program will be more in the hands of the college. One Dean says "I believe that the unit coming about July 1 will be more nearly on the same basis as regular students." Our own secretary has answered that he expects to have more to do with the Navy program than with the Army. In any case, the situation is well summed up by one Dean when he said: "The Dean of Men should be prepared for anything." Has it ever been otherwise?

Summary

1. **Personal Counseling.** In general there will be little opportunity for personal counseling of Navy men and less for Army men. "Lock-step" schedules and the presence of army personnel will eliminate this function almost completely.

2. **Disciplinary Functions.** Practically no responsibility here for the Dean of Men. Concerned when regular students are involved or college standards or regulations violated.

3. **Social and Recreational Programs.** Dean of Men will be busiest with Army and Navy units as coordinator of regular and military students in social programs involving use of university facilities.

4. **Academic Responsibilities.** The Dean of Men will have scarcely any direct responsibility for academic standing of military students. He may do more teaching.

5. **Housing Responsibilities.** After initial arrangements have been made and regular students relocated, the Dean of Men is out of the housing picture.

6. **Other Relationships.** Based largely on personal considerations, the Dean of Men at any university may have some special relationship with the military students in a guidance, entertainment or official way.

It is to be hoped that the special training and experience of personnel workers will not be left unused in this great problem of giving specialized college training to service men. Let us do all we can.

SECRETARY FRED H. TURNER: Larry, I would like to ask you a question. At the time you made this study, did you have this

bulletin signed by Herman Beukema dated March 5, issued from headquarters?

DEAN LANGE: No Sir.

SECRETARY TURNER: Well, over here beginning on page 6, it covers the relations of the Army to a whole string of things on page 6 that hits the very head that you have covered. I don't think you want all of it, but I have marked here, item No. 7, testing procedures. Personnel guidance and counsel is 10, and under the duties of the Commandant are unquestionably some of the things that are going to involve the dean of men. Discipline is No. 14. Social status of the trainee ties right in with you, No. 15. And the religious life of the trainee is No. 16. I will give this to you if you like, and it certainly says what the Army is expecting of the college people on those points.

DEAN LANGE: I might say that in trying to get the national picture on it, I wrote to the Office of Education in Washington and got a reply from Fred Kelly, and his statement was the university will have almost the same duties and responsibilities with respect to the boys in uniform that it has always had with respect to the same boys out of uniform, except that the necessary requirements of military discipline will be imposed and enforced by the military officers. But as I read that, it didn't seem to jibe with the actual working out of the program as you men gave it to me, and that is why I would be glad to read this, but I would have to apply it to the actual situation. It may look fine in mimeographed form, but how is it working out on the individual campus?

PRESIDENT PARK: We would like to invite your comment on this paper.

DEAN JOHN W. BUNN (Stanford University): I was very much interested in the remarks that Dean Lange made, because I spent my free hours on the train coming from the west coast devouring that mimeographed sheet that Fred refers to there, along with other material that came to my desk just before I left, and actually it is interesting to note what is actually being done in comparison with what that pamphlet says; because, Dean Lange, what you reported from the different deans that you contacted with the questionnaire is in direct conflict in many respects with what is stated in that mimeographed sheet.

For instance, the academic responsibility, according to that, is supposed to be housed in the Scholarship Committee that is now standing in most schools, but the commanding officer is to sit as a member of that committee. Now if it actually means that the commanding officer is running the whole show, then as you say, that looks good on paper, but if it isn't being carried out that way, it seems to me that if nothing else comes out of this meeting, those of us who are on the have-nots yet or anticipating some of these units—ours was supposed to have arrived

on April 5, but out of 3,000 engineers in the territory, most of them have been commissioned. They weren't willing to go back as privates, so they could only find 200. We were supposed to have 400, and I don't know how many thousand were to go to other schools around nearby.

I would like to see rather extensive discussion of these points from the floor, because it seems to me that there is a lot of clarification that might come out, particularly with respect to the academic, and again with respect to the social program, where it states in that pamphlet that there is to be no discrimination whatever between the civilian students and the military students, and they are to be made a part of the whole program. There are some questions, of course, that come up there, particularly in those schools where the tuition fee covers all of the charges for the student activities, as to how that will be handled with military people, because that fee is not covered, as I understand it, in the contracts with the schools, and therefore must be somehow or other paid by the military students. There are those two questions in particular that I would like to hear more comment on.

SECRETARY TURNER: Mr. Chairman, may I have the floor just a minute again? I think it is highly important that in this discussion, and in Don DuShane's paper which will follow sometime during the day, that we all of us get down in our notebooks the questions that we want to shoot at the men tomorrow afternoon. We want to be set with some good, intelligent questions; out of this we ought to develop the questions that we raise tomorrow. If you have one of your own, be sure to get it down in your notebook to have it ready tomorrow.

DEAN R. E. PAGE (Bucknell University): May I ask whether this difference that Dean Lange has pointed out isn't more theoretical than real, perhaps? The V-12 program involves placing on the several campuses as commandants, deans of men who have been taken from the various schools, commissioned by the Navy, given the period of indoctrination, and then sent to some other school to serve as commandant. So even though the functions of the dean of men in these schools having the V-12 Navy programs are in the hands of the commandant, actually they are in the hands of persons who have had training and experience as deans of men.

COLONEL G. F. DAILEY: Now the dean of men and the commandant down at L. S. U. I think are going to get along just as well as I can get along with myself, because I am not only military commandant, but I am dean of men also. (Laughter) We expect to have about 500 students, including the lame, halt, and blind, and the under 18. So that the dean of men will have a function down there.

It is not contemplated that the commandant shall be the all-powerful man when it comes to the academic discussion; that is, the discussion of the student's academic grades. We have an armed service representative, and the dean of men and the armed service representa-

tive and the dean of the school of engineering and the commandant will sit in on this and if that boy's grades are not up to standard in the screening tests (and the tests will be frequent), the boy will be recommended by the armed service representative to go back to the service.

I think that one of the mistakes being made in Washington is trying to apply a general rule to a situation which is composed of nothing but exceptions—exceptions in every school.

Now there is one thing that hasn't been taken into consideration, and that is the boy himself. You take these boys, and the big surprise to me, when they get out there they don't want to come back to college, especially when they get promoted. They have some R. O. T. C. and some military training, and of course in the training centers they pick them out as corporals and sergeants right away, and they don't want to come back as a private. Besides, they don't want to come back and go to school when John Jones and Jim Brown and Tom White on the same street are out there in Australia. That is the thing one has to take into consideration, the boy himself, his attitude, and I think the government is going to have to detail them back if they want to get engineers.

DEAN B. C. DALY (University of Wyoming): Mr. Chairman, following my cousin, three generations of Irish kings removed (laughter), I would like to suggest another classification for colleges. I think the Dean used haves and have-nots. Wyoming belongs to a category, have—we hope. And we, too, are expecting 500 engineers on April 5. When I left Wyoming, I think that "expecting" would have been a good word. Since I reached Columbus, I am beginning to doubt whether expectations will be realized.

We are told this: that this will not be on a detail basis; that these young men will come to us as volunteers. They are not to be regimented into A. S. T. P. units. And the original plan was to give us 60 per cent of basic trainees and 40 per cent of advanced trainees. The last information was that it was very difficult to get the approved number of advanced trainees, and there seems to be a growing fear that when the idea is presented to a young man who qualifies for this situation in the Army, that he will balance an officers' training camp against the privilege of a year of college, and that the men who have the stuff and the personality to make good engineers later, would select the officers' training camp.

Now whether that is worth anything, I don't know. But as to the academic angle, we have been told that the courses would be prescribed in the college of engineering. They would be given a general directive, and there would hardly be much grouping of the regular students with the trainees, for the reason that the regular quarter has already started, and the trainees, if and when they arrive, will come at an entirely different time and for a different amount of training. So our problem seems to be not coordinating the soldiers with the regular stu-

dents, but of providing for the regular students and the soldiers, and that we hope to do.

The selection of courses, the academic counsel, we believe will be handled in our college of engineering. We have a very small committee. Our President is from the Ohio State University, and he knows how to run things, and he has appointed a committee of three to handle all matters relating to the Army program. The dean of men sits in when he is wanted; not at other times. He is not a member of the committee, but he will be called in if matters arise about housing or other things in which he has something to contribute. The armed service representative, the commanding officer, and the dean of the college of engineering are the three who compose that committee, and they hope to handle everything.

But we would appreciate it if someone would tell us, are we going to get these 500 engineers? We have cleared our dormitory. We haven't signed our contract. We have to reestablish the S. A. T. C. Commons. We ran that as a mess hall. They didn't like the term "mess hall". That takes money, lots of money. It takes priorities. We years ago that building blossomed forth at an expense of \$15,000 as the Home Economics Hall, something like that. Now it is going back to "mess hall." That takes money, lots of money. It takes priorities. We can't get the priorities until we get the contract. There is no contract. (Laughter) The, not Marines, but the Army may have landed on April 5. Now if any of my brothers-in-arms here can tell me just how we are going to handle that situation, I will be grateful.

We are going ahead to wreck the Commons, and we hope to have it in a position to feed 500 engineers. But again, is it true that instead of detailing college men to come back to college, will it be on a voluntary basis? And if so, will there be the required number of volunteers? Or will the volunteer system in the Army Specialized Training Program break down as it always has in war? I would like to know.

DEAN B. E. WARDEN (Carnegie Institute of Technology): Mr. Chairman, aren't we talking about two different things here? Dean Lange made his survey on the basis of the so-called specialty contract, and the specialized training programs both Army and Navy are not in force yet, and are we sure exactly how it is going to work, whether it will be the same or not? In answer to your question, I think you will find there is a telegram in your President's office that there won't be any in April.

DEAN E. L. CLOYD (N. C. State College): Mr. Chairman, I had the first problem that involved the dean of students just before I left. We got a contingent of aviation cadets there already, and expected to have another contingent yesterday morning or today. When they came, they were put over on one side of the campus, entirely distinct from the other side, and weren't allowed to come across the railroad (the campus

is divided in half by the railroad.) I don't know whether we are on the "right side or the wrong side of the railroad" (laughter), but they are on their side, and not allowed to come on the other side of the railroad except to come to class, because the classrooms happen to be on my side of the railroad, whichever it is.

But these fellows do a lot of singing. They get up at six o'clock in the morning and sing, and I think it's fine. But one of the counselors in a civilian dormitory came to me yesterday morning and said, "Dean, can't we do something about this singing here so early in the morning?" He said, "These boys line up in front of our dormitory and sing about six o'clock in the morning." "Well," I said, "the dean of students apparently doesn't have any connection with these fellows. What I would suggest to you now is just to go to the commanding officer of the Army Aviation Cadets and see if he wouldn't line them up somewhere else." That looks to me like a solution of that problem.

But we are in the same situation as you others. We have this Army Aviation Cadet group there and are expecting some more of them. All of their academic work is on what we call a basic level, freshman-sophomore level none of it advanced; and we, too, were expecting some engineers about April 5, and apparently they won't be there. When this group first came to our campus they were headed up by a Major. We already had the R. O. T. C., and had a Colonel in charge of the R. O. T. C., but when the Aviation Cadets arrived they had no relationship to the R. O. T. C. Therefore the Colonel didn't outrank the Major. (Laughter) And whatever association there was between those two had to be "by your leave," and so on. But an order did come through day before yesterday that the commandant sent up to me, and I read it very gladly. It said that the ranking officer stationed at a college when any of these training groups come in will have rank over the man who came down with that particular group, regardless of what his rank is. So it looks like they are coordinated a little better between the R. O. T. C. and this other outfit. The order also said the executive officer next in rank will continue to be the executive officer. So I said to the executive officer who showed me the order, it looks to me like the Colonel is going to be the head man, and you are going to be the dean of students."

Joe Park showed me a picture that came out in one of the comics last year. A lady was looking around a college building, and this blue-clad janitor was sweeping up, and she said, "What was your occupation before you became a janitor?" "Oh," he said, "I used to be the dean of men." (Laughter) So you see there is still hope for the Dean of Men.

DEAN FRED T. MITCHELL (Michigan State): We have a group of air flight cadets on our campus with a Colonel also as the head of the unit. And yesterday morning there breezed in a young Air Corps officer with a star on his shoulder. So I don't know who is the head now.

COLONEL DAILEY: The man with the star on his shoulder.

DEAN LANGE. We have 15 men in an air flight with us, and we also have this anticipated group of the people from the Army. We got 90 of them. They were supposed to be juniors and seniors. About half of them had not had any engineering training, and the other half were graduate students. The dean of men is a little bit upset on that point. We do have information to the effect that we will not have them until the first of July. In talking to some of the boys on the train yesterday whom I happened to know, they told me that the Army says to these men who are corporals and sergeants and technical sergeants, "We are going to give you this Army Specialized Engineering examination. It's tough. Any guy who passes it will be about 10 per cent, and then in the 10 per cent upper group, a lot of the boys will take it. And if you pass it, and want to go, we are going to bust you and put you back as a private. And those who do not pass it have always got that stigma hung onto you. So perhaps you would just as well make up your mind one way or the other."

These boys, Army technical sergeants, get so many dollars a month. I don't know whether I could pass the thing or not. If I didn't, I would probably have a stigma on me the rest of my days in the Army which would keep me from going to officers candidate school. So, he said, a boy who is smart will not take the examination. And he says there was some talk among the Army people of moving the option a little.

PRESIDENT PARK: Any further comment? Let me ask the late-comers to introduce themselves. Let's begin with Alvan Duerr back here who just dropped in on us. Will you tell us where you are from?

DR. ALVAN DUERR: I am still from New York.

PRESIDENT PARK: When I asked Alvan to come out and talk to us, I suggested to him that we didn't care what he said, just so he sat around among us. So he threatened, or at least promised, I should say, to haunt the hotel lobby for us. So we will expect you to greet Alvan Duerr either here or in the lobby.

... The late-comers introduced themselves ...

DEAN WALTER S. WATSON (The Cooper Union): I might add to this discussion that Rutgers, which is fairly close to us, has gotten 200 of the engineers, and they found the same problem that the last gentleman just mentioned. They were all supposed to be for the advanced training, the fourth, fifth, sixth, seventh semester. They gave them some screening tests, and about 80 per cent of them, I believe were slated to begin at the basic training. And of the others who were ready to go on with the advanced training, they had to put in a new semester, a review semester of 4-A, so-called semester. I don't know if any of you have got that in your engineering training program, but it is still an-

other semester, that is neither 1, 2, 3, 4, 5, 6, or 7, but constitutes a review for 12 weeks if the boys who have been out for two years or more need to catch up.

They have been very busy designing objective tests to fit the curriculum to figure out what to give the boys credit in. They were all supposed to bring their college transcripts. One of the boys had a college transcript, and the rest were by guess and by golly. We are busy designing tests to go with the curriculum since we are also expectant. We haven't got the curriculum, but we managed to swipe a copy from somebody else who had one.

DEAN JOHN O. MOSELEY (University of Tennessee): If one is allowed to add a postscript to the introduction, I might put in just a word. I don't know the topic of this discussion yet, but it seems to me more like an old-fashioned testimonial meeting. Our experience has been very much along the lines mentioned here. We were promised 500 engineers, and side-tracked some other things in delightful expectancy waiting for them, and we found out they are not coming, or certainly not in the number they guaranteed. They thought they were going to have 40,000, I understand. No such number showed up. We do have 1200 pre-pre-flight, and we have had some of the same difficulties of jurisdiction that have been mentioned; and just before I left, an order came out which I assume reached every one of your institutions, designating the senior line officer on the campus as the top-kicker.

Now in some schools there have been some knock-down, drag-out fights about that, and we might almost include our own, because certainly some of the men that the Army is sending to act as commandant of these large groups of students are totally lacking not only in academic experience but in academic appreciation.

DEAN W. D. THORNBERRY (Indiana University): Our situation is perhaps worse than in some schools because last year we instituted the junior division. The result is that the 17-year-olds and 18-year-olds are all there. Apparently all we are going to have left for the dean to look after will be the 4-F's.

In regard to this conflict in commands, our President turned down the opportunity of having aviation cadets because he didn't want so many officers to have to deal with. We have the Navy, and we have, of course, the advanced R. O. T. C. The Army wouldn't agree to having the aviation cadets under a unified command—that is, the Director of the R. O. T. C.—so we passed those up. Perhaps we will be sorry, I don't know. The way it sounds, perhaps we should have taken what we can get.

ASSISTANT DEAN WILLIAM S. GUTHRIE (Ohio State University): May I report two absences, Dean Park? There was a telegram came to you on the campus saying, "Regret no noisy Texans will be at your convention," from Arno Nowotny and Vic Moore.

PRESIDENT PARK: We have a quiet Texan with us, however, Dean Zumbrunnen.

DEAN R. MALCOLM GUESS (University of Mississippi): I was going to comment on the situation we have. We have approximately 700 men in the Adjutant General Army Administration School. We now have the school, assigned on an eight-weeks basis. We have not had specialized training groups. We have had the advice that we would be likely to receive 400 basic engineering students, as reported by other institutions.

In the situation with the Army Administration School, they occupy our buildings, classrooms assigned. The social life, the religious life in all buildings are open to those men just the same as to our students. Provision was made by a joint committee of the commanding officer and the officers of instruction, in a committee appointed by the chancellor, dean of men, and others related to the program—the personnel department, the supervising engineer, building and grounds. In that committee we worked out all relationships. The dean of men's office is the office through which all students and community people channel their requests to the Army Administration School.

We ran into this situation on the social life: The local unit of the town, which is a small U. S. O. grant unit, is doing some very good work there for the men on Saturdays and Sundays in the town. The local churches are doing a similar work. We didn't realize to what extent fraternities and sororities were carrying such a large part of our social life and paying for it, until their groups started dropping out. My calendar now is clear for the rest of this semester, with no social activities scheduled because the fraternities and sororities, where about 50 per cent of our student body would be invited whenever they had them in the gym, dropped out.

Meeting while I am away is a committee of the faculty-student social committee, the faculty-student fraternity committee, and the presidents of every student organization on the campus, to re-work our social program, and we are expecting a committee meeting next week to which will be invited the Colonel or his representatives to work out a joint social program. That is the general direction we are going with the Army Administration School, which has not presented any serious problems because there has been a very good spirit of cooperation.

Watching various developments in different colleges and universities, we have seen many efforts to answer the question. Some offices have tried to get the answer through expansion, by adding duties—housing, part-time employment, fraternity supervision, and so on, in almost endless number. In some cases this has even gone to the extreme of suggesting that the dean of men disappear, and a new officer appear who might be almost a second president on the campus, taking charge of everything.

PRESIDENT PARK: Further comment?

DEAN J. H. JULIAN (University of South Dakota): Mr. Chairman, this is not particularly pertinent to the subject, but the confusion in connection with this whole matter hasn't been helped a particle by the heads of the institutions in the country who are in financial difficulties, and they have reached out to the Army and Navy and the Marines and everybody else who would come, and said "Come." They said, "We don't figure we will have any boys at all next year except your boys, and we need the money."

SECRETARY TURNER: I don't know whether we have the time to enter into this part of the discussion, but if he would be willing to do so, I certainly wish that Dean Lloyd would get on his feet and briefly make some of the comments that he made in the fine session we had upstairs in one of the rooms in connection with this very question. You said some things of a rather philosophical character that I think the whole group ought to hear.

DEAN WESLEY P. LLOYD (Brigham Young University): I don't know just what place the philosophy of higher education might have in this session, but if we don't get to it somewhere I will think that we have missed a pretty broad area. I am not sure, Fred, just what you have in mind, because we chatted for an hour or so.

SECRETARY TURNER: I am thinking about the discussion that hinged around the fact—you started it off by saying that you shocked the visiting group by not falling on their necks.

DEAN LLOYD: That's right. The Navy Board visited our campus and we were called into the President's office to meet them and to go over the situation of the Navy V-12 program. I don't know what schools they had been visiting, but when they got to our school they seemed ready to receive the usual coaxing for additional students. I thought one of the most helpful things they received was a reply from our President who said in effect, "Now, Gentlemen, we don't seem to be getting very far, because we are talking from different viewpoints. You may be wondering why we don't start asking you for students." "Now", he said, "the University will do everything that it should do in the line of its duty and loyalty. After you go over the facilities and see the way in which we may be of service, we will be glad to offer the program you may suggest, but we have no special preference nor necessity to be on the Navy approved list. We have an educational program to pursue and will be well occupied carrying it through." The interesting thing to me was that this seemed to be an uncommon experience for the men of the visiting board. I think this situation may be the one which Fred referred to coming out of our conversation of last night.

I think that as educators, we are beginning to realize more clearly that there is something to a higher educational system that should not be scuttled even in war time. And we have had some evidence that the

military forces have given inadequate recognition to university contributions except as the university constitutes a place to train a certain type of officer.

Some of us are beginning to wonder if it isn't time for the educational group to speak with more independence regarding its own function in the war in contrast to the attitude, "Here we are; take us over." I am surprised that our apparent lack of a stated program has not caused us even greater inconveniences. Even the labor unions and other groups seem to have submitted specific programs, while some colleges and universities have been content merely to sit and hope that they may be saved through being offered some branch of a military program, in some cases even emptying their dormitories to make room for soldiers who may never be sent to them. This constitutes no special compliment to the program of many colleges.

PRESIDENT PARK: It is a very appropriate comment with which to conclude this discussion. I think the program tomorrow morning and tomorrow afternoon may help us to meet the questions that have been raised.

I think we will declare a recess now until ten minutes after 11, about 12 or 15 minutes, and at that time we will ask Don DuShane to present his report which is scheduled for the first part of the afternoon. We have five speakers to be heard in the afternoon, and I think if we can have Don in the morning session, that will free our afternoon program to some extent. So let's plan to be back here again at 10 minutes after 11. We stand recessed.

... Recess ...

... Dean Goodnight assumed the Chair

CHAIRMAN GOODNIGHT: Joe Park has asked me to take over the gavel for this last session of the forenoon, and I have the pleasure of presenting my next-door Wisconsin neighbor, Mr. Donald DuShane of Lawrence College, who is going to outline some of the problems confronting deans of men. Dean DuShane. (Applause)

DEAN D. M. DuSHANE: Thank you, Scott. You know, this part of the program this morning is going to be rather dramatically contrasted with Dean Lange's complete and carefully prepared report. He went to a lot of work. All I did was to indulge in some not too productive thought. And my instructions were that I was to open the question up and be as stimulating as I could, and then to turn it over to you for a joint complaint or suggestion session, which you have already had to a pretty fair degree.

You talk about the duties, or the responsibilities or the opportunities for deans of men, and the first answer you get, "Deans of what?" The next reaction is going back into history, maybe their first problem

is to see how the institution of deans of men can survive a time of crisis. Like Tallyrand surviving the changes in France over a hundred years ago, survival may be all that we can look for. Maybe, put another way, the problems of the deans of men now are like those of industry a couple of years ago—either conversion, which has happened to a number of us, or packing ourselves in heavy grease, pulling tarpaulins over ourselves, and maintaining our abilities unimpaired until the time when the war is over.

Now the last year, I don't need to tell you, has been probably the most—we are overworking this word—it has been more pregnant with possibilities for doing the kinds of things that we are supposed to do than any other year I know of. Probably that is more true than it was during the last war, which touched the United States only briefly and for only a year or so. Some of us have been faculty advisers for the armed forces, and in that capacity we have been trying to help young men decide what they should do or what they should not do. And almost no sooner did we get them in, than we have the task of saying goodbye to them, and not too easy a task, because the advice which we could give them last summer and last fall so often has been changed by the events that have transpired since then.

The U-turns have been rather numerous, and a little hard to keep track of for us this year. We have had, I think, in most cases the responsibility for contacting draft boards. I know in my own experience along that line, it has been pretty uniformly satisfactory, but it has been a terrific problem in terms of correspondence and sometimes conference.

We have had to face the problems of winding up fraternities for the duration, if not for longer. We have had to—and this is probably one of the most difficult things we have had to do—we have had to combat the idea of "Tomorrow we die, so what difference does it make what we do between now and the time we go?" And I suppose the measure of our success in counseling this year is largely determined by the results we obtained in that particular problem.

We have had a few going-away parties to deal with. As the men go out on call, one after another, each fraternity, in our school at least, thought it was necessary to throw a good old fashioned party. I don't know whether any of you have faced the same problem. We have had—and this is one of the most rewarding things—letters from men in the services to read over and to answer.

Fred Turner put it very well last night, when I said "What are the problems of the deans of men?" and he said he thought they were a reverse. They are, in a way. Student employment has been in reserve. We don't look for jobs for students. We look for students for jobs. Our problem isn't to separate students from the college, but it has been to a large extent keeping them in the college. We have had reversals of forms and reversals of technique required of us on almost every field.

I have tried to break these responsibilities down, to the students, and then to the institution, and of course if you are doing this in war-time you acknowledge a responsibility to the Nation, and all of us as educators owe a responsibility to mankind's future, too.

I think, so far as the students are concerned, as I can figure it out, what we have needed to do and what we need to do for the rest of this year is to try to give these men whom we still have, some kind of viewpoint which will enable them to survive the war and to make the transition back again to peacetime, to civilian life—to the four-fifths, nine-tenths whatever it is, of their lives which will still remain to them after the war is over. We have needed to do something more than I think most of us have in connection with our own institutions and student programs. I know that at our institution, the faculty has not made a thorough-going revision of the curriculum so that a man could come to college for a semester and leave, or two semesters and leave, or a year and a half and leave, and leave with a balanced educational unit—a program which made sense, which could be terminated at any given time and still give him something that was educationally valid. I think a large part of our unrest and our trouble with student attention has been caused by the idea that: "Well, even if I can stay for another semester, or until the end of this one, I won't have completed the four years" or the two years, or whatever unit we had marked out in normal peace times.

I used to be a newspaper man, and one of the first things I learned about writing newspaper stories was that you should put the whole thing if you could, in the first sentence, at least in the first paragraph, and in the next two or three paragraphs recapitulate and explain further, and then in the balance of the story go into same detail. So that if the exigencies of the make-up, the composition of the paper, demanded that the story be cut, the men in the composing room could simply lop off the bottom paragraphs or the bottom half or the bottom three-quarters and what you had left was still valid. It seems to me that that is what we have needed to do with college curricula for the last several years.

When I come down to the third one of these points, our responsibilities to the institution, I do have something I want to say to you there. After the blitz in England, Englishmen who were thoughtful looked on what was left of their cities, and they could see that when the war was over they were going to have an opportunity, unparalleled in the past, of reconstructing English urban life according to intelligent and rational principles. I think that when this war is over, we are going, as deans of men, to have an unparalleled opportunity, when college life is reestablished, to do the same kind of intelligent job of reconstruction; the kinds of things which we have always wanted to do, and which we have tried to do, and which we have to a large extent been prevented from doing because of the inertia of tradition or the opposition of tradition on our own campuses. We are going to start from scratch, year after next or

four years from now or whenever it is, and for example reconstituting the fraternities with a set of traditions that can be nearly drawn up; reconstituting higher education so that the social and spare-time living of the students can be integrated with the intellectual objectives of higher education. We are going to have an opportunity there, I think, which is rare, which we will never have again, and which gives us, in my estimation, a valid excuse for existing and for planning and for continuing as deans of men.

In the fourth place, our responsibilities are to the Nation—I think we are aware of that. Our responsibilities to the future—the time when many of these men will come back, I don't need to emphasize for you. I would like to close these preparatory remarks with a fifth division, our responsibilities to ourselves.

So many of us have already gone into the services in personnel work that this is not as large a problem as it might have been a year ago. This is the problem of survival between now and then. It might have been a good idea for the Program Committee to have arranged for this Columbus meeting to have a Navy and an Army recruiting officer here picking up deans of men to make sense for these educational programs and to hold them together on valid principles when they get them established.

I was interested, and I know practically all of you were, when we heard Dean Page of Bucknell mention that about the V-12 program, and the Navy's current program of enlisting deans of men to serve as commanding officers for V-12 schools. In our own community that came not through our institution or our Association but through the Citizens' Advisory Committee to the office of Naval Officer Procurement. And I knew we all were—well, I speak only for myself on this when—Colonel Dailey said that at L. S. U. he was the commanding officer and dean of men. It seems to me that that is one of the conclusions which the armed forces might have reached earlier, and which they might have effected in more institutions, because it is a natural and an intelligent solution to many of the problems which were discussed a short time ago this morning. When I am through here, I wish I could have an opportunity of asking how L. S. U. managed, in the heart of the Deep South, to do something which made such good sense, and managed to do it, so far as I know, all by itself.

I think that covers five points, and I don't think of any more, and I must confess that as a teacher of government and international relations I would much rather have stood up here this morning and told you how to win the war, what was wrong with the Allied general strategy, and what the future holds for us. I am used to doing that kind of thing. But a really tough job like telling deans of men what there is for them in the future is one which still awes me just a little bit.

I came to this meeting at Columbus very largely to get the answers to the questions I am supposed to be outlining to you. And from now on

this morning I am going to keep my ears wide open while the rest of you talk this over. (Applause)

CHAIRMAN GOODNIGHT: Don's opening story reminds me of the wisecrack pulled by Dean Doyle, then of George Washington University, Washington, D. C., at our 1929 meeting in Denver, or rather in Boulder, when we had just come through the era of flaming youth, and Doyle referred somewhat indulgently to the members of that younger generation as imagining they were emancipated when they were only unbottomed. (Laughter)

You have heard an outline of points which should be covered in the discussion of what is before us. What should we do as deans of men? Are you ready for the discussion? Who has something to offer on any of the points covered by Mr. DuShane?

SECRETARY TURNER: When we established this program, it was our thought that we would try, in the first morning session and possibly part of the afternoon session the first day, to get at the questions, what is before us. Well, I think our first hour this morning with Larry gave us a lot of questions on the military side. Now Don has given us another group of questions of a different character. Of course, they are all affected by the situation we are in. I think when noon comes, if we have written down in our notebooks a pretty good long list of the questions and things that we are trying to find the answers to, then we will have had a very successful morning session. It seemed to me that Don had a lot of them there, and there ought to be some more. As the meeting goes on, we ought to find the answers to these questions.

DEAN MANCHESTER: Mr. Chairman, before the discussion gets under way, I am wondering if it might be well to suggest something that might have a bearing. I would like to recommend that, before we get through with our sessions, we have a committee appointed to draw up some sort of a serious statement regarding the duties and functions of the Dean of Men.

When I first came into contact with this organization, I came with questions because I felt I needed answers. Many of you came into the organization in the same way. Over the years, we have all been conscious of a number of things, one of which is this: It seems every year we are asking. "Who is the dean of men? Why is the dean of men? What is the dean of men? What is the dean of men to do? etc." We have never seemed to get the answers. We know there is a job and we know there is a type of man who must fill it.

We know that every office is different from every other office, but is it not true that there are common problems and common responsibilities? Is it not true that deans of men have qualifications we can put a finger on and get a fence around, so that a dean of men may be known as definitely as the president of an institution or the dean of the

arts college or some other officer? It seems to me good sense on our part to prepare a program that will underlie all programs, that will be a guide for all deans.

To me the office of the dean of men on any university or college campus is the most important office on the campus. I should like to give any young man who says, "I should like to become a dean of men," not only encouragement but a definite outline to guide him in preparation for the duties of the office. Perhaps a general outline of the responsibilities of a Dean of Men might help.

CHAIRMAN GOODNIGHT: There is a call for a clear-cut, sharply-defined, clearly delineated definition of a dean of men, what he is and what he ought to be. Do you want to discuss that question, or do you desire to have the committee appointed that Dean Manchester called for? What is your pleasure? Or continue the discussion of Don Du-Shane's paper? Personally I think Dean Manchester wields about as trenchant a pen as anybody here. I think he could come about as near making a real definition on paper as anyone.

DEAN LANGE: Mr. Chairman, I perhaps have a tendency to over-simplify, but remembering the two surveys that were made in the past of the work of the dean of men, in my own mind I have always looked upon our position as the third in these three categories: First, the relationship that the student has with the business office on the the Campus. Second, the relationship which the student has with the purely instructional side of his college career. And then, when you heap up everything else, that is the dean of men.

DEAN CLOYD: Mr. Chairman, I don't mean to be facetious, but one of the deans tells this story: A student at Columbia went to introduce the dean there, than whom I think there is no greater in this country and what he intended to say was, "I am going to present to you our revered and venerated dean." What he did say was, "Gentlemen, I want to present to you the veneered and renovated dean." (Laughter) And so it looks to me like we are contemplating veneering and renovating, in the light of what has gone on here this morning.

CHAIRMAN GOODNIGHT: Columbia seems to be the home of that sort of thing. You remember the eminent gentleman who presides over the destinies of Columbia University was once introduced in the columns of the press—a very minor typographical error, just a misplaced comma—as "Mr. Nicholas Murray, Butler of Columbia University." (Laughter) Further discussion?

DEAN HUNT: One of the things that a dean is often asked to do in these days, I think, is to provide an adequate philosophy for boys who are upset by the present crisis and who seem somewhat disintegrated. So many requests come from their parents, or from boys interested in them, to know if the dean of men can't give them some ideas

that will produce serenity and definite purpose, send them on their way undismayed by what they are about to confront.

I haven't exactly discovered those ideas, but I should say that just as many people have accused the arts college in general of lacking a unified purpose, of lacking a definite philosophy, or of being unable to give what it has, nobody has been able to define just what the job of the liberal arts college as a whole is. And if we are unable to find that for the college as a whole, it is probably just as difficult to find it for the dean, who has to do so many different things in so many different ways according to his own personality and ability. I am just as skeptical of an adequate definition of a dean as I am skeptical about a complete definition of a liberal arts college

I would just like to ask really what other experiences have been in regard to giving the boys a philosophy which will enable them to meet the present situation. I would say that my own experience has been that those students who were well integrated before the war and were interested in their work before hand have caused practically no trouble in the present situation, and that practically all the boys who are particular problems now have been problems for a good many years before we saw them. And when parents come to me to ask if we can't do something or other, I usually try to be at least too tactful and say, "This was your problem a good many years ago. It is too complicated for us to solve in a single session of advice" The only advice that I could give is that whatever is needed to make them interested in their work and to give them purpose in the work they are doing is the valid advice to give now, it was valid advice to give five years ago, and it will be the valid advice five years hence.

The question I would like to ask was whether you would agree with me or not that those boys who are pretty well integrated and who have been, are not particularly suffering in this crisis, and the boys who are suffering have been those who have been suffering for quite a while and can't be put on their feet by a single simple formula.

CHAIRMAN GOODNIGHT: Don, has that been your observation?

DEAN DuSHANE: Yes, but I think that we can't give a good formula for a philosophy because we have to be able to provide so many varied philosophies, depending upon the individual situation. What I am basically interested in, and what I had hoped to start this morning, however, was the discussion not of what we have been doing in the past, which I think most of us have done pretty well and which most of us have now just about to finish doing. What I am most interested in knowing is, what are we going to do now? Maybe no body can answer that.

DEAN GARNER E. HUBBELL (Principia College): I don't know that my experience would fit in with that of very many of you in this group, because my college is a very small school and we do not expect

a military or naval unit. We are largely a residential college. About 99 percent of the men live right in college houses, which the college put up and maintains. We began to graduate the first seniors out of this year's class last August, had our first summer session, and with the acceleration, we have allowed able students who maintain a satisfactory academic average to take an over-load of semester hours. Under these conditions, the influence that we had counted on having from these older students is disappearing. In fact, it has already gone, because many of those who remain are anticipating the next thing they are going to do and their interest is beginning to leave what they are doing. So, with a large amount of our activity in the College carried on by student organizations through student government, which we have deliberately set up, we are finding it more and more necessary to come in as older people and do a thing which is difficult—difficult from the standpoint of the technique involved, and difficult also from the standpoint of the necessity for balance in doing it—or replacing the influence of these older students.

We have frankly faced the fact that we are not going to have a military or naval unit. After listening to you this morning, I don't know what I am going to go home and tell our President. I think we are well off. We have made an effort to get boys who are qualified and who will have from a year to a year and a half before going into service. We are on the quarter plan. We have added both the summer quarter and intersessions, and through the activity of our Curriculum Committee have set up a program so that a boy can come in and start college any one of five times during the year. We have deliberately arranged some courses that we have renumbered and which are designed to give some kind of what might be called an educational experience, a balanced educational experience, for a boy who is only going to be there two or three quarters.

I had two boys come in in March who frankly felt they might be out before the end of the quarter. They probably wanted to go away from home and live in a residential college, a small place, and have the experience that could come from it.

We older people in the group have got to bridge over where our older students will leave off. And this has to be done without too much guidance, which would be a great mistake in my judgment because it would rob them of the important opportunity to mature and fill in. The disintegration of the organization of the men's student body through calling up of the Army reservists and the Air Corps people, and next the Navy group, has completely broken up a very carefully worked out house plan that we studied for a long time and have been developing so we haven't the machinery of our student government organization functioning as it might.

A very sharp problem has arisen just at the present time, because in an effort to save oil we have closed out a men's house. That meant

completely breaking up these house units in order to close out a house. We put the Army men in one house and the Navy group in another. That has left the other men in the other houses, and as the Army and Navy groups have begun to go "Army" and "Navy" they are not particularly interested in the rest of the group. Right now I would say we are suffering from a bad attack of possibly threatened disintegration.

We are not falling apart. I am not alarmed. There are always these problems, and I would parenthetically define, in answer to Dean Manchester's question, a dean of men as a cross between a sky pilot and a top sergeant. He is the emergency crew on a campus, and possibly sometimes goes to meetings that the President doesn't want (or is unable) to attend. Mr. Lyman, a few years ago, phrased it as "currying the President's great white horse." It seems to me the president's horse has fleas already, as far as I am concerned.

Those are the things that my own group is facing. As indicated, student jobs are no longer a problem. We can't get men students for jobs, so we are getting the girls on the campus to do janitor work in the classroom buildings. That has always been done by men before. We are finding that it is a problem. That would come under the head of the dean of women, but I was referred to once as dean of men and adviser to women, so I bring this in. We are finding we have to convince the girls on the campus that they have to do work they have never thought of doing before. We are a rural college with 2400 acres of campus, 17 miles from the nearest town, and we are going to grow some vegetables and things that we hope we are going to eat next year. We are in a defense area. We can't get any kind of labor at all. So that, curiously enough, falls on the desk of the dean of men.

These are some of the things that I have bumped into. I think we can get them solved, and I think we will be better off when we get rid of these Army and Navy Reservists and have only those men who are going to college in anticipation of the next job ahead.

DEAN MOSELEY: Replying further to Dean Manchester, I think myself it would be a splendid thing for some group to draw up a set of blueprints, or rather a definition of an ideal dean, but I think it would be just so much paper. We have had these two surveys telling all of the countless hundreds of things that deans of men do, and you can use that as authority if you want to go to the president or the board of trustees and take on more work, to show him what they are doing in other vicinities and expand your office. That is there already, and I think it is fairly complete.

What the dean of men ought to do will, of course, depend on not our definition of a dean of men, but on what the president and the board thinks about the situation.

I would like to add one more word to Dean DuShane's challenging

statement. He said that deans of men ought to influence post-war education. The Army has done some good and some harm already. The good they have done has been to discover that so many of the men that have come to them don't know anything for sure, especially in the field of mathematics. We have seen all over the country an outcry going up from Army and Navy officials that no college men and very few high school graduates have had any mathematics. And mathematics is needed in the war effort. I think the Army has done good in calling attention to that deficiency.

But the Army is doing harm in treating education as a commodity that can be given in homeopathic doses by parading men through academic halls and across the campus and thinking that thereby they are going to be educated. I believe that the dean of men's problem in post-war education is to try to get education back to the spiritual thing that it used to be in definitions of ability to study, ability to do hard work, and not to take the short-cuts that the Army is insisting on in its curricula, that we know that education is a matter of growth and it is not a matter of accumulation of information. And if the deans of men can simply stand firm on that question when the post-war students come to our institutions, we are going to have a whole lot less of what the gentleman spoke of who was referred to a moment ago, who is sometimes called Nicholas "Miraculous" Butler, but he certainly did say one thing in Time Magazine a few weeks ago when he referred disparagingly to "rabid education." At least the war can help see that kind of education out, if the deans of men do their part.

DEAN DIRKS: I am not in accord with Dean Manchester at all. I think the less we say right now about what the dean of men ought to do, the better it would be. I don't want to go to the president and say "Here are my duties." He would say, "Yes, but you will have less than a hundred boys next year, most of them 4-F's. We won't need you for that." So I think the deans of men had better keep very quiet right now and talk about what he is going to do with the boys when they come back after the war; and believe me, then he is going to have a job, and a big one.

I hope that some time in the course of this convention we will have a discussion of the things that deans can do, especially those of us in the smaller colleges, who perhaps have large units on the campus. We will probably have more people on the campus next year than we have ever had, but the dean of men won't have anything to do with it. I would like to know what we can do in the interval between the time when practically all the boys are gone, and the time when they come back, when the dean of men will have one of the biggest jobs on the campus.

DEAN WATSON: I had just a minor point thrown in that has come up by way of summarizing my job that I have had to explain to some people. They wanted to know what I do at Cooper Union, and

I think of it as the problem of understanding the whole of two things: Understanding the whole of our educational process and explaining it, and helping the students to live the whole thing as well as the little pieces they get in the classroom here and there; and then, in reverse, called on very often to explain the whole student as an individual to the faculty. What are we going to do? The class in mathematics is fairly easy, but what is that going to do to the whole boy? Is the load too heavy? What are they thinking about engineering? What are their goals? Are they reaching these goals? Are they getting the whole student in? Just as, setting up this Army program, they thought of some very nice courses, but they didn't have any dean of men there to tell them what the whole recruit was like, who was liable to fall into these courses or not fall in.

It seems to me that working that way, not tied up with any one course in particular, he has his finger on the pulse of what the school is trying to do as an educational process. He is talking about extra-curricular activities to students, about his plans in the school; and then when he comes to the faculty meetings he is thinking about the whole boy, and are we going to build up too heavy a load and what are we going to do to that whole boy in planning the curriculum? And I think every school needs at least one, and probably more people around the institution who see the thing whole instead of piece by piece, as the individual members of the faculty have to do. And I think that is, as I see it, the job that I am called on to do with the men in my school.

DEAN PARK: Mr. Chairman, I would like to offer a comment that came to me in a letter from a mother several years ago, and I offer this not with any thought that it would define the duties of the dean of men, but just as an interesting way in which a woman regarded the office. She began the letter by saying, "I suppose you represent the heart of the university." Now she certainly didn't mean that the office of the dean of men was the most important part of the university, or that the university couldn't function without it. But if she meant by that that we had a concern for the individual student, for his welfare and well being, then I would like to rest the case of the dean of men on that definition. Personally I never have heard anything finer.

CHAIRMAN GOODNIGHT: Further discussion?

DIRECTOR LYMAN: Mr. Chairman, may I speak with the voice of experience, more or less? Of course you are all aware there is no university in this country that experimented more with titles and functions of one sort or another than Northwestern University. The only thing we haven't called ourselves there is dean of men. We have called ourselves everything else we could think of. And out of that I have come with one or two convictions that I just want to contribute to this discussion.

In the first place, I don't think the duties of dean of men should be defined. I think the dean of men should be free to throw himself

about, because I think that is nine-tenths of his value. It's like—you have heard of the academic body. The function of the dean of men to me is like the ductless glands. Nobody knows what they do, but they are there, and when they aren't there, it is the health of the whole body that shows the absence rather than any function, definition of function, which any one doctor can give to it. They do everything; they lend a tone. So, to my mind, we don't want too close a definition. What the dean of men should have fits in with what Dean Park said. It is a point of view and a heart, and I don't care what they call me at Northwestern. They will call me something else next year. This year I am called Director of Student Affairs. Next year I will be called something else. It doesn't matter at all. I am there to step into the breach and to represent a point of view—a point of view of the element that gives tone to the whole organization from the one point of the student, the student as an individual, the student as a complete person. I am there to say, "It ought to be done here; it ought to be done there," and represent a point of view. And I hope there will never be too straight a definition of the office of the dean of men.

DEAN DALY: Mr. Chairman, a few years ago an alumnus of the University of Wyoming wrote a poem. I couldn't tell you the words of the poem, but I remember its title, "A Stranger, and Afraid." And I feel very much in that situation when, an untrained man, I face all these trained gentlemen.

I wouldn't like to see a blueprint of my duties, because I recall there is such a thing on the training of the dean of men. I paid \$5.00, I think it was, for a book that emanated from the northwest. It was a very formidable one. It defined in detail the qualifications for a dean of men. I read the first 12 and shook my head, "I don't qualify." No. 13 was sex, male or female. I got 50 per cent on that one. (Laughter.)

Well, now, there is another thing. I heard once a definition of what was required in a board of directors of any institution. It said that you needed a poet, a prophet or a seer, that you should have a business man, that you should have an orator. We have all of those in the faculty or in the comptroller's office. And then it said, "And you should have at least one gentleman with sporting instincts." And that, to my untrained mind, seemed to be a man to perhaps—not the gentleman part but the sporting instincts—protect the student from things that he considered petty injustices on the part of faculties. He couldn't take his physical education, he couldn't make the hours because he worked, so he gets a failure. He can't graduate. He feels badly about it. It goes to the faculty. Well, that is just one of the things where perhaps the dean of men can help many students.

In the emergency with which we are faced today, I sometimes wonder if the boys who are going to college just because they are high school graduates filling in a brief time between the present and the too imminent future—if they don't exploit to some extent the unrest that is

naturally theirs. That is one thing I have been trying to define the future for all young people, trying to define their place in the world as they find it today, to advise them that if they are stable now they will be the type of people that the Army wants, that the Navy wants. That if they don't go to class, that if they cut everything, if they take "Today for me, tomorrow for thee; will that tomorrow ever be?" the old French revolutionary song, aren't they damaging their character? Aren't they creating a habit of instability?

It has been one of my greatest difficulties to try to get them back on the beam, but I do feel, as one gentleman said here, that those who were stable, integrated individuals before, are staying that way, very largely. At Wyoming we have very few students who were good students who have gone off the beam. We have an honor roll there, the dean of men's honor roll, and we designate certain people who made certain grades to appear on the honor roll. In normal times when we had 1300 or 1400 boys, we had about 80 names, on an average. Today with an enrollment that is regrettably down to 500 or 600 boys, we still had 66 names on the winter quarter honor roll.

So I hope we can counsel wisely to hold onto old things as long as they can, and to do away with what I fear is a defeatist attitude on the part of so many of our young people. They, as I say, exploit what may be their fear of the future; they take advantage, some of them, of the present unrest and let everything slide. A short life and a gay one.

There happened another experience at Wyoming this year, one of the few cases of an integrated boy who got off the beam. The honor system in the law school broke down for the first time in history, and the boy's explanation was simply he had too many other things to do in the brief time that he had to do the things that he had to do.

CHAIRMAN GOODNIGHT: Further discussion? Fred Turner tells me it is time to dismiss this morning's session. Are there any announcements that you would like to make, Dean Park?

PRESIDENT PARK: Just to ask that you be here promptly at 2 o'clock today. We asked the Governor to come in at two, and he has a rather busy time, and I would like you all to have a chance to hear him. Let's plan to be here at two.

CHAIRMAN GOODNIGHT: Very good. We stand adjourned.

... The meeting adjourned at twelve-twenty o'clock ...

THURSDAY AFTERNOON SESSION

April 1, 1943

The meeting convened at two-ten o'clock, President Park presiding.

PRESIDENT PARK: Gentlemen, it gives me a great deal of pleasure to present our next speaker. The Governor of Ohio is being spoken of throughout the country with increasing interest these days, and I know you look forward to meeting him today.

You represent all parts of the country, some of you even coming from parts where I suppose you would never have a chance to vote for a Republican governor. This particular Governor, however, happens to be serving his third term in the state of Ohio, being elected with increasing majorities each time. I like to think of him as a true public servant, in the finest sense of the word. And whatever your political philosophy may be, if someone asks you about this man, I would like you to say, as far as I am concerned, that if John Bricker says he will undertake something, you may count on it that it will be done.

May I say, too, that I may be a bit biased because of long personal friendship, but I believe him to be the finest Governor that the State of Ohio has ever had, and his possibilities as far as I am concerned are unlimited.

The subject which we assigned the Governor was left to his own discretion, and without putting him on the spot, suggesting a specific subject now, I would like to present to you the Governor of Ohio, John W. Bricker.

. . . The audience arose and applauded . . .

HON. JOHN W. BRICKER:

Dean Park, Dean Turner, Members of the Association of University and College Deans:

Joe's introduction proves the value of a college education. He and I were friends and members of the Y. M. C. A. Cabinet together at Ohio State University, and it is solely out of that friendship that an introduction such as this flows. One never knows, as the result of those college associations, what good things might be said of you sometimes. But you must discount it all because of that long-time friendship and because of that association together in the Ohio State University many, many years ago—longer than either Joe or I would care to discuss at this time.

I appreciate the opportunity of coming over, and I want to compliment you upon gathering together in the interests of the youth of this country at this time of great stress and strain, particularly in the universities. I was interested in the reference that Joe made a moment ago to the political complexion of the group that is here. I came into public office in 1932 as Attorney General of this state, and went to a conference of nine Great Lakes States, so-called, dealing with the question of the diversion of lake water through the drainage canal at Chicago. I learned more secrets of the Democratic inner circles there than I ever learned any place else, because they didn't think any Republican possibly could

be holding office in 1932. (Laughter) Sooner or later they found out that there was one black sheep in the group there, and I happened to be that one.

It is interesting to note at the present time that 24 Governors out of the 48 states belong to each of the major political parties. Out here in Ohio we recognize only two political parties, the Republican and the Democratic. They are, in fact, the only ones that were on the ballot either last year or three years ago. We rather believe in party organization in Ohio.

We are delighted to have you here, and there is no politics in anything that I might say this afternoon. We are all interested, regardless of political affiliations, in the cause of higher education. A few months ago one of the professors at Ohio State University returned from England. I had dinner with him and talked over the problems in England. That was at one of their most critical periods over there.

I asked him about the morale. He told me it was exceedingly high, that the health was better than anybody might expect going in from the outside. And then I said to him, "In what way has England suffered most?" and he replied, "In her educational program." That loss is an irreparable one, far more serious than any material damage that might be done, because upon the educational program of the country both there and here rests the progress, in the years that are immediately ahead, of our representative system of government. Your position in the field of education is emphasized today perhaps more than ever before, relatively, at least, to those who are in the strictly teaching phases of university life.

There is disturbed thinking on the part of our college boys. I see them every day. I get letters from them around the country—those who are studying in universities now, particularly in the Army and the Navy training programs, and boys who are at our own schools throughout the state. They are wondering what course they ought to pursue, whether or not they ought to stay in college even if they are in the deferred classifications, and whether or not they ought to get into the active military service. They also are wondering what their lot is going to be when this war is over—whether individual enterprise, inventive and creative genius, and opportunity for the individual upon as nearly an equal basis as any place the world has known, will still continue to exist; and whether or not this education that they are securing is going to stand them in good stead.

And I don't mean that from a dollar basis. I think we are far, far away from the old argument that formerly was used in high school days. When I was in high school we were shown a chart on which appeared the amount a high school graduate as compared with a college graduate, could make in the course of a year's time, ten years after he is out of school. I think we are getting away from that materialistic emphasis upon education. We are entering upon a phase of an educational program in which we are going to emphasize more and more the necessity for leadership, understanding of the principles of free government, ap-

preciation of the system under which we live, and the necessity of the individual giving some of his time and his interest to the preservation of those institutions. In that field the dean probably has more to do in moulding the thinking and the life purpose of the student than any other with whom he comes in contact in the university.

When we were in school, Joe, there was no such a thing as the dean of men, if you remember; and the proudest moment of my life when I was at Ohio State University was on the afternoon of graduation when I walked down a reception line and the president of the university, whom not many of us had an opportunity to see, called me by my first name. That gave me a thrill that nothing before or since has ever given me. In the lives of most of the students, you men here stand in a relationship such as that as I felt toward the president because of the peculiar opportunity I had had to have contacts with him in his office.

We have some problems in higher education in Ohio that I suppose are somewhat common to all of the states of the Union. We have here six state schools. One of them is Wilberforce, a Negro institution, to which we contribute state money in industrial arts and educational training. We have five other state universities, two of them very old. Ohio University and Miami University have a long and fine tradition, and come as near combining the fine qualities of the private school or the endowed institution and the public institution as I know of any where in the country. Then we have the Great State University that Joe represents, having 15 or 16 thousand students normally. Practically every college that any university has is there on our campus. Then we have two other universities in the northern part of the State which began as normal schools some 30 years ago to supply additional teachers, and do special work in the training of teachers. They have since become universities and are now totally state supported. The trustees are appointed by the Governor in all of these institutions.

There has been an expansion program for the past ten, fifteen, or twenty years that couldn't have been anticipated. The University, when I was there, had about 5 or 6 thousand students in it. I graduated in 1916. At the present time it has expanded to the number that I mentioned a moment ago. They have thousands of acres of farm land there. An experimental farm is operated, the largest agricultural college in the country. And at the same time the other schools have increased proportionately not only in size but also in their demands for state support. One of them, being in the great industrial northeastern section of the state, has grown almost as rapidly as has the Ohio State University.

We also have in this state some 45 other colleges and universities—privately endowed, church schools, schools of almost every conceivable kind. I would judge that the great majority of the students of the state are in those universities and colleges. I have the privilege, and I feel it is a distinct honor, of serving on the boards of three of those state institutions. One of them is very small, a night school. Another one

is a small church school, and the other is one of the larger church schools in the State. I know the quality of education that is given there, and I know the special training that is given in the moral and spiritual fields—things that are not emphasized to the same degree in the institutions of public support. And I doubt if they can be. I doubt if there could be that individual contact, in the large state universities especially, between the students and the faculty that exists in the smaller school. And I doubt if we ever shall see the time when there is that spiritual development and emphasis upon the moral foundations in life in the great state universities that we find in these other schools.

To my mind, the future is more dependent upon stability of character and appreciation of the moral virtues and the realities of life than it is upon making more and more money and building greater buildings and bigger machines. The good of mankind is as much if not more dependent upon that emphasis than upon the emphasis which has been given in some of our larger institutions in the field of education.

We are confronted with an expanding demand for money for the state universities, because they must accommodate those who are entitled to public education. The fees are not high. The equipment is much greater, the mechanical equipment especially; the libraries are more expanded. More money, of course, has been available, and that money has been utilized. Laboratory facilities especially are better than they are in the other schools that are dependent upon donations and fees to a larger degree.

Every boy and girl is entitled to an equal opportunity for public education, and in Ohio we permit all those who graduate from our first-class high schools to go into the state institutions without further examination. We are constantly confronted, though, with the problem of taking away from the other schools more and more of their students upon which they must depend for the financial support, and in fact for their very life.

I am reminded of a story that Dr. Bevis of the State University tells. He was driving down the street one day, and his driver, a colored boy, came very near striking one of the students at the University. He turned to Dr. Bevis and he said, "That was pretty close. We don't dare kill them because they're our support." (Laughter) And they certainly are in the other institutions. As we expand the state university programs, we may deplete the programs of the other schools. So we must plan a course whereby we will give the maximum of opportunity in public education in the higher fields, and not do damage, or irreparable damage at least, to those other schools, which have been throughout the years, and which I believe will continue to be, the foundation of our system of higher education.

I think that puts the matter fairly from the standpoint of both the university from which I came and which I now have the honor to repre-

sent in official capacity, and from the smaller schools with which I have had a more intimate contact in the last few years.

We are approaching, in the realm of public affairs, a problem that is emphasized by the development of the past 25 or 30 years in the mechanical arts and in the sciences. We have been delving deeper and deeper into the unknown; we have been building mightier and mightier machines, with power that mankind never imagined that he would have at his hand. And instead of using it for the purposes of building a better society, of providing more of the things by which we may live better, those instruments of power have been turned to destruction by venal people and by people who are selfishly determined to destroy not only the civilizations that oppose them, but the accumulated wealth of the ages.

We also have seen grow the power of government in every field. The mayors of your cities, your city council, are reaching out into new fields constantly, but not in the degree that has occurred in state governments. The state has been delving deeper into the field of regulation, emphasizing the authority of centralized government over the daily life of people and of their businesses. It hasn't been so apparent in this session of the legislature, but two years ago we had in Ohio a request from well drillers to the effect that a commission be set up to organize their business, and that licenses be granted and certificates of convenience and necessity be granted before they could drill wells. We likewise had a request from the watchmakers and jewelers of the state asking that there be similar authority, that government reach out its hand to protect them from competition, and, as they said, "to raise the standards of our service."

A dual purpose has prompted most of this expansion into the fields of the professions and businesses, especially in the exercise of regulatory powers: The one was wholesomely to promote the best interests and to raise the standards of the business itself; the other was to prevent too much competition. I suppose the last one to complain of that would be a lawyer or a doctor. The bar and the medical profession were the first organized, and sometimes they have been called the closest and tightest unions that we have in the country anywhere. But nevertheless it has emphasized the expansion and the increased power in government.

Here are some significant figures. Last year Ohio issued over eight million individual licenses of all kinds, ranging from fishing and hunting licenses to the right to practice law, and medicine and dentistry, and to teach and do other things. Over 8 million of them were issued in this state last year. Yet there are but seven million people in this state. We are now trying to make uniform the procedure.

Well, when you add to that some 4,000 regulations and rules that were adopted by the various boards and commissions of the state, you begin to get a grasp of the tremendous expansion of state government.

Yet state government has been insignificant in its growth compared to the federal government. A day never passes that there isn't someone from the federal government in our office because of the contact it has with state departments, with local government and with business and the individual citizen within our state. So great has been the expansion that in Ohio, where we have 20,600 state employees at the present time, there are 90,000 federal employees—now, not from Ohio, but here in Ohio—15,000 of them in the City of Columbus. I don't know of any better way to express the expansion of government and the increased power.

A moment ago I said that this mighty machinery that we have built, that has come from the laboratory and the research departments of our great educational institutions and that has come out of the creative mind of American leadership, has been turned to destructive rather than constructive purposes. Now the great need which today faces leadership in public affairs is that this tremendous power, this outgrowth of government, shall be used for the preservation of liberty and of individual rights and opportunities which our boys in college look forward to, rather than the destruction of human liberty. Too often power has been handled by inexperienced people, unaccustomed to the exercise of authority, and it has resulted, in many, many instances, on the part of business and the individual citizen, in a revolt against the authority of government. When that revolt comes in the hearts and minds of people, it is not against the individual, but against the system which permits him to exercise that authority. And such a revolt is sweeping across the country today, because this land of ours was established to preserve liberty and individual opportunity. It is in the development by our schools of the citizen who will be the leader of tomorrow, inspired to preserve the system rather than destroy it, taught to use power rather than misuse it, that this Association has a tremendous responsibility and an equal opportunity.

Now what can be done about it on the part of public officials and leadership generally throughout the country? I suppose it was 40 years ago when, if a problem arose in a community, a city, a county or a state, there began a trend to "pass a law." You remember we used to read in the newspapers and in cartoons, "Pass a law, and the thing is over." Now we do it by appointing a commission or a czar or a coordinator. And too often when that is done, when the law is passed and the coordinator appointed, and a czar over this, that, or the other thing is established, then the public officials, those in executive authority who ought to be responsive and responsible, take the attitude of the man who went into the bank, when he was called on his note. He was told that he would have to renew his note or pay it. He renewed the note for another 90 days, and as he walked out he tore it up and tossed it in the wastebasket and said, "Thank God that's paid." Too often we have used the enactment of a statute, the creation of a board or commission or administrator, as an excuse for not doing the job, or looked upon that as the accomplishment of something.

Well, now, we have in every community all sorts of institutions—educational, religious, welfare, fraternal and charitable. I think of the Red Cross because we recently went \$100,000 over the quota that was asked for the city of Columbus, after we had gone over the quota likewise in the Community Chest, and after we had gone over our quota in the purchase of War Bonds and War Stamps, and nobody thought it could be done. I don't know whether it could have been done, Joe, by anybody other than Paul Brown, the football coach over at the University, because he had a championship team this year. We are willing to utilize any possibilities in Columbus to put a thing over. And Paul did it.

We have not utilized to the full extent of their ability those local organizations of which I have spoken. We have not emphasized the individual's place in society and in this expansion program during recent years as much as we should have if we are to preserve the system. I think there is an old Chinese proverb which says that if every man sweeps his own doorstep, the whole world will be clean. If every man is a good citizen, we will have a fine nation. If every man does his individual duty as a citizen, there will be no necessity for agitation about a program, and no need for this tremendous expansion of government authority. It is largely necessary to take care of the minority groups and those could be taken care of in many instances better by local government than by the great central power at Washington.

Let me express a personal conviction and then I shall close. Government locally and within the states has not been utilized to the full capacity of either its ability or its desires to serve, before the war program or even in the war program. Likewise we have been inclined in local government and in state government to answer all the questions ourselves rather than putting them back where they belong—upon the individual citizen and local organizations throughout the various communities.

There must be a revived and renewed understanding of the value of human life itself, of what individual opportunity means, and the emphasis that we must put in free society upon the individual. After all, government is organized and the universities serve that people might live a better life, a more wholesome life, that they might serve their fellowmen as well as themselves, that they might reach out toward the infinite, and that they might achieve.

When government fails in that great purpose, it fails in its real purpose. And dedicated as we are to the system of government under which we live and which has brought more of the blessings and happiness of life in a material and a spiritual way than any other system that has ever been created, there must be a new and enlarged appreciation on the part of the individual student of this government which makes possible his opportunity for education and which challenges him for service after that education is his.

And in that challenge and in that leadership for appreciation of our

very institutions and for the individual's responsibility to his institutions and to his fellow men, the deans of the universities face a tremendous responsibility. I speak from personal experience in contact with many of them throughout the State. We dare not now in America, even in time of war, let down either the standards of education or the opportunity for education. And in this field of the moral and spiritual concepts, of appreciation of human life itself, we must emphasize that more and more, because the stress and strain after this war is over is going to be greater than it has ever been before in the history of America, and the need for a concentrated leadership, intelligent leadership, will be greater than it has ever been in the experience of education in America.

Thanks, Joe.

(Applause)

PRESIDENT PARK: I know you want me to thank the Governor on your behalf. I would like to give you a ray of sunshine to take back with you to the State House. Incidentally, the State House is just across the way here, if you haven't noticed it before. One of our members slipped over at noon to watch the House in session. I will not identify the State from which he comes. Suffice it to say that it wasn't Ohio, because he said as he looked that House over he thought it was a very intelligent-looking group, much more intelligent than his own state. Now the House being what it is, and being kicked about as legislators usually are, perhaps some day when the depths are rather lowering, you might tell them that the dean of a neighboring state felt that there was hope for the legislature of Ohio. (Laughter) Thank you again.

GOVERNOR BRICKER: May I be excused? I would like to stay and hear your deliberations for this afternoon, but I have to get back to the office. Thanks, Joe. And if we can be of any service to any of you while you are here in any of the departments of the government, we would be mighty happy to serve you in any capacity that we can. We will even give you a highway patrol if you want to get out of the state or back in again. (Laughter)

. . . The audience arose and applauded as Governor Bricker left the convention hall . . .

PRESIDENT PARK: When I asked Alvan Duerr to come out here from New York, I felt sure that he would have a message for us. Without a doubt the outstanding fraternity leader of this country, working effectively and quietly as is his method, Alvan Duerr has made a greater contribution toward American fraternities than any other living man, without a doubt. And we are highly honored to have him with us today to talk about the problems facing American fraternities at this time. Dr. Alvan Duerr. (Applause)

DOCTOR ALVAN E. DUERR: I can't tell you with how much pleasure I accepted Joe Park's invitation to join you at this meeting.

I used to be a regular attendant, but in recent years the deans have been able to travel farther than business men—it seemed that the farther away you got from the center of things, the more freely you felt you might talk—and I haven't been able to follow you.

I think that I may talk to you in a dual capacity, too—as the representative of the fraternities and as one of you. Surprising as it may seem to you, although I am employed in one of the large banks of the country, I am a dean of men, and like most of you, in a very short time I shall be dean of women. Our forces are being depleted as rapidly as yours. But the interesting point that I want to stress is that, just as the Governor has finished telling you that one of the great problems of this war is to find, or find again, the place of the individual in society, so business is discovering that all its technical expertness is not sufficient—that its real strength lies in its manpower, and its real problem is to develop that manpower; and why any dean of men should worry as to what is going to become of the deans of men, I can't understand. Your problem is just beginning, because with the new slant on education the new standards and techniques that will be demanded of education after this war, you will come into your own. If you have headaches now, after the war those headaches will be transferred to every corner of your anatomy.

The problem of what is going to become of the fraternities during the war is really a very simple one. All that we have to do is to have the common sense and the courage to do the obvious thing. Superficially, the problem is put down as, first, to assure continuity of membership; and, secondly, to conserve fraternity property.

A great many people construe continuity of membership as implying the ability to go on initiating men right through the war. I believe that is the greatest possible fallacy. Men are not going to be available. Normal conditions are not going to prevail on the campus. There will be nothing in the atmosphere to make for fraternity life. And if ever there was a time when the fraternities needed quality instead of quantity, and leadership and zeal instead of lackadaisical adherence, that time is the present. And my answer to that problem would be that the obviously sensible thing to do is for the fraternities to close up the moment it appears that they cannot function normally..

As students and individuals, they have a higher obligation, just as you deans of men and the colleges have. Our country is at war. There is only one problem that counts, and that is to win that war, and it is not going to be so easy that we can flirt with the idea. And why the fraternity should feel for a moment that it is sacrosanct or privileged in any way, has any right to ask for favors or allowances that will make it possible to go on functioning, I can't see. The fraternity ought first of all to be a loyal unit in its university or college. Its college is given over almost entirely, and after this semester will probably be given over altogether, to the war effort, and the fraternity must play the same game.

So far as the conservation of property is concerned, that ought not to be too difficult a problem, unless shoe-string finance has been too prominent, and in that case there is little to be said in excuse that would justify attempting to save the wreckage.

Every chapter in the country probably has one or more men who have a certain degree of expertness in real estate and finance, and here is the opportunity for them to come to the rescue of their chapter. When the Government takes over the property for its use, the problem is reduced to a minimum. In the cases where the Government doesn't, there may be a real problem. But what we must remember is that it is a secondary problem and not a primary problem. I think no one will accuse me of not being a fraternity sympathizer. But that doesn't preclude the possibility of being honest about it.

You may be interested in a nice bit of legislation, the first of its kind in the history of this country, that has just been enacted, in this matter of conserving fraternity property. Within the last few days, the Governor of Arizona has signed a bill providing that any fraternity resident in the state and owning property might borrow at 3% interest, state funds to salvage any mortgage that was threatened with foreclosure. That did not mean that they might borrow enough money to tide them over, but that they might turn the whole mortgage over to the state. It is an interesting recognition, and we haven't had too much of that sort of thing, that either actually or potentially, the fraternities do serve a real purpose.

There isn't much chance of normal college life after this semester. The deferment of students in special engineering, scientific, or professional courses which was announced a week or so ago at first seemed to offer a little promise. But those men will probably be occupied as fully as are the trainees in the Army or Navy, and consequently will have little time or interest for fraternities. I question, too, whether we have much right to attempt to divert any of their interest. They are engaged in a real job. Unless the fraternity could function in such a way that it could actually contribute to preparing those men for the specific job that lies ahead of them, it seems to me that the fraternities would better not attempt to initiate them.

The greatest promise of anything approaching normal functioning of fraternities would seem to come through the acceleration of the high school course, which I understand is being pushed rather vigorously in certain parts of the country, and Dr. Snavely says, with real hope of success. After another year you may be getting students that are seventeen, perhaps sixteen, years of age. The public, however, seems to misunderstand the movement. They interpret it to mean that you are to admit students before they have completed their senior year in high school. That is not my understanding at all. The thought is that just as you are crowding into two years and four months, four years of college training, so it is proposed that the high schools should accelerate their four years of training, bringing boys to you at 16 and 17.

If those boys can be brought to college and can be handled separately enough to keep them somewhat apart from the military atmosphere of the rest of the institution, I believe that they hold out a real hope for the fraternities. Young men are better material than older men, who are more sophisticated and pampered. Young men have more idealism and are more willing to work for their idealism. This war is making men more serious, and boys of sixteen will probably have more responsibility than the 18-, 19-, and 20-year-old boys that you have been handling in the past.

The whole weakness of the fraternity system has been due to the fact that fraternities have been initiating indiscriminately sophisticated youth that had no sense of obligation to anyone, least of all to themselves, and perhaps the younger generation may give some promise of curing that. If it does, and if the fraternities are on their toes, and if the deans are willing to seize this psychological moment to dictate the terms that they have a right to dictate, we may see the flowering of the fraternity as we have never seen it in all the years that you or I have had anything to do with it.

This war is going to be the end of a chapter for most American institutions. The Governor said that this war was being fought, among other things, to establish the individual's place in society. We had all forgotten that the individual had a place. Education had forgotten it, excepting as you deans of men have interested yourselves in the problem of the individual. Your faculties back of you haven't had much interest; the administration back of them hasn't. Business has been so impressed with its material expertness that the individual has been merely a cog in the wheel. And this war is the repercussion; is the protest against that attitude. We might much better call it a social revolution than a war. For men are fighting for the right of the individual to determine what his life is going to be, and incidentally, for the right to live under the kind of government that he himself helps to create.

About three weeks ago I heard Sir Norman Angell, who is one of the world's clear thinkers, discuss the question, "Has Education Failed Us?" Governor Bricker almost paraphrased one remark of Sir Norman's who said that this is the most educated generation in history, and the most destructive. What a terrific indictment! And in the turnover that is bound to come after this war in the readjustment of our thinking to the things that we have fought for and to the results that have been accomplished, we haven't any right to believe that education is going to escape the impact. If this war is won by the totalitarian powers, you are going to do as you are told. You will have no program. If this war is won by nations and men who want the individual to count for something in society, they are coming back to you to ask for a readjustment in the philosophy of education which has made possible two world wars in one generation. It is unthinkable that we shall be willing to go on along that line.

You, on the other hand, will turn to every organization on your

campus and examine it with exactly the same scrutiny and from exactly the same angle—man's proper place in society, the dignity of the individual as such. And the first institution that you are going to tackle will be the college fraternity, because the college fraternity is naturally the greatest single socializing force on your campus. The college fraternity has been called the best demonstration of democratic living on the campus. I say that with some hesitation, because I sat opposite one of your number at lunch who said the trouble with the fraternity is that it isn't democratic. But if self-government means democracy, and I maintain it does, the college fraternity is the best example of democratic living on your campus.

Now I grant you that that isn't saying a lot. The college graduates of this country and of the world have not prevented a war made necessary because democracy was at stake. Therefore, the concept of democracy has not sunk into the hearts of college men. Part of that fault is yours and part of it is ours. Certainly we cannot boast much of the democracy of the college fraternity unless we drive it home until it becomes a religion to fraternity men when they leave college, and they will go out and spread the gospel and bring this country back to a democratic basis.

The amazing thing about the college fraternity is that its two basic ideas are democracy and fraternity. But in the hundred years in which the fraternities have been initiating more than a million men, among whom have been leaders in every field of activity, we have driven home neither idea sufficiently to make an impression upon the public. Ten thousand men, one thousand men, yes, one hundred men who had a sound idea and were willing to fight for it, could mould the opinion of this country. And we, with a million members, have made no impression. That simply means that the fraternities have failed to live their idealism dynamically.

I make that confession because, in the reorganization of fraternity life which will come with the close of this war, that ideal must be driven home if the fraternity is to survive. Everyone connected with or interested in education will demand that no organization of the proportion of the college fraternity which does not contribute constructively to the new concept of education and social righteousness shall be tolerated on the campus. The world will be too war-weary, the world will be too poverty-stricken, to endure mere luxuries. Young men in college will be confronted with appalling problems. They are not going to fool away their time with any organization that cannot contribute immediately to their equipment for solving those problems. And that I am laying at your door, because you deans of men are the ones who are going to determine the character of the fraternities after the close of this war.

If I were dean of a college, after the war, and the fraternities began reorganizing, I should say: "Yes, boys, but a lot of water has flowed over the dam since you closed that chapter-house door. We are

starting a new era of Americanism, and therefore of American education, and therefore of student life on the American campus. If you want to start off in keeping with the spirit of the new times, go to it, and you will get all the help we can give you. But if you want just to waste your time and the money of the fathers of these boys, we are not interested."

Every friend of the college fraternity wants it to be a positive asset in the educational program. We have no right to want anything else, and you deans are the only ones who can determine that. You may not look to fraternity leaders for that, for this reason: Those students are your students before they are our members. Those students live in accordance with the traditions established on your campuses. My fraternity has seventy-four chapters, and they are as different as if they were not related. And that is true of every fraternity represented here. The twenty-four chapters at the Massachusetts Institute of Technology are more alike than any twenty-four chapters in any one fraternity that you can pick. And it seems to me that the deans ought to capitalize that fact. It seems to me that the deans ought to feel that here is a great social potentiality that they have no right not to use, and use to the utmost. Fraternity men may squirm for a while, and five years later they will put a crown on your head and tell you that you were the greatest friend the fraternity ever had.

Part of your job of conserving the fraternities during this war can be accomplished by bringing in your alumni. The alumni might so easily be the salvation of the fraternity system during the next two or three years. One of the oldest and strongest fraternities in the country has sent a letter to its chapters and alumni, urging that the alumni affiliate with the undergraduate chapters, become active members again, attend all the meetings, help to take care of all the business, and when the last active has dropped out and gone to war, function as the chapter. When normal conditions return again, they should have the power to initiate and restore the chapter to its normal functioning. There is your answer. And during those years while they are waiting for normal times to return, they will have a wonderful opportunity to do some post-war planning, and under your guidance to formulate a platform for a new type, a more useful type, a more dynamic type of fraternity life, just as your own work is going to be more useful, more dynamic. Your college professors will begin to hook up their academic theory with living; so we fraternities must hook up our social activity with the social problems of living.

That will serve one other purpose. Years ago I asked President Coffman of the University of Minnesota what his most serious administrative problem was. He replied, "The alumni." If you will ask any fraternity the same question, he will tell you, the alumni. If you ask the head of any chapter on your campus, he will probably say the same thing. We haven't trained and you haven't trained our alumni to realize that they have a very deep responsibility to youth; that their chapter house or their campus is not a place in which to raise hell or blow

off steam; that if they return at all, it ought to be with the purpose of contributing something to their college and their chapter. And perhaps this is the time, if you will organize on your campus alumni interfraternity councils, that you can get across to them the idea that the alumni have to come to the rescue of their chapters and their college.

You are going to have a serious problem when this war is over. Young men will come back from the brutalizing experience of war. They will have been released from hardship and harsh discipline. You know what the returning soldiers are. Some of you remember what they were at the end of the last war. They have been social problems ever since Julius Caesar's armies thought they owned Rome after having conquered Gaul. After the last war there was a moral let-down which has continued to the present time. The whole complexion of college life and fraternity life changed for the worse. We must prevent that at the end of this war, and there is no dean living who is so strong that he can do it single-handed. The only way that I can see that it can be done is by preparing your alumni now to share the job with you.

It is an obligation, moreover, that we owe youth. The men who return from the war will face the gravest responsibility that any generation has ever had in this country. And they will not be ready for it. We must help them to recover their normal outlook and begin to approach problems in the old-fashioned way of working for what you get and giving the other fellow a chance. That is the biggest educational problem that the college has.

I look forward to living long enough to see the college fraternity come into its own. I have observed deans at work for many years. I know your interest, your single-mindedness of purpose, your infinite patience, and your human understanding. And if you will, with all that, just hold these young men up to as high a standard as possible—Youth shoots as high as the target, never a bit higher, and you must therefore hold the target high—then there is hope. We can't do it on your campus. And so I am banking my faith in the future of the college fraternity on you deans of men.

PRESIDENT PARK: Alvan has given us a choice. We may take either his manuscript or his speech. They are totally different. Perhaps we can take them both. Shall we open the meeting for discussion of fraternity problems? I would like to take about ten minutes for this, and then take about a ten-minute recess. Has anyone any comment or question to raise?

DEAN MOSELEY: Dean Park, I would like to comment on one of the little problems that Alvan raised there. If you can wait a moment, I would like to get your reactions on that. He seemed a little hesitant in coming out with a hundred per cent declaration of the democracy of the fraternity.

DR. DUERR: Not a bit. I thought you all accepted it, just so I wouldn't have to waste your time.

DEAN MOSELEY: Well, you rather implied that we have fallen into some errors along that line, and I think possibly it was true.

DR. DUERR: Not any more than our countrymen. I think a fraternity is as democratic as the United States. You southerners have a little responsibility there, but I won't rub that in. (Laughter)

DEAN MOSELEY: All right, Alvan. Well, this view I have of it may be of some interest to somebody, so I will state it briefly. Democracy, it seems to me, rests upon two things: self-government, and the fact that those who belong are in on everything—there are no differences due to types of individuality or methods of cutting hair or the kind of clothes or views expressed. All are in on whatever the body does. For that reason the small college at Oxford, and the American college fraternity are just about the most democratic institutions I know about, because at Oxford the lord's son, the coal miner's son, and the bewildered American from the plains of the Middle West of the United States are all treated exactly alike. They are in on whatever the college has to offer and whatever it does. And it is the same way with the fraternity. The legacy, the chapter windbag, the boy who is a natural-born heel—if he happens to get into the fraternity he is in on every one of its operations, and the fraternity doesn't slight him in any of its programs or calculations.

That isn't true of a college dormitory. A man may live in a dormitory and make himself so objectionable, or he may be simply timid and retiring, or he may wear the wrong kind of clothes, to such an extent that those who live right around him leave him out. Now that isn't democracy in that college dormitory. Democracy implies that if you are in it, you are of it, and certainly that is the great strength of the fraternity. And although we may not have had a thousand men proclaiming and preaching that democracy to the people, at least the very fact that when once that fraternity places the pin upon its member it is essentially democratic, it has had a way that has been irresistible in recourse to public opinion.

PRESIDENT PARK: Any other comment?

DEAN GOODNIGHT: Mr. Chairman, I don't know whether there is time to raise practical financial questions in this ideal discussion. If the gentlemen present know on what terms fraternity houses are being taken over by their institutions as dormitories for the trainees and that sort of thing when chapters go out, I for one should be very much interested in hearing some figures and statistics along that line. We took three fraternity houses over just two or three days ago. The Navy suddenly rose up on its hind legs and required certain quarters which were occupied by a C. P. T. group, taken in by the Navy, were wholly unsatisfactory. So we took over the Phi Delt, the S. A. E., and the Sig Chi houses, where they could board, and there was quite a little discussion about the terms under which they should be taken over.

Finally it was adjusted and ironed out and has been settled in those three cases. The administration of the institution declared, however, that they had given those three houses on a bit more favorable terms than any others that came along afterwards because of the necessity they were under of getting houses immediately. There also had been three chapters which still retained a membership of about 25 each, on the average. They had to take those houses over, so they gave them more favorable terms than they would be willing to do later on. So if it isn't state secrets or military information that can't be divulged, I would like to know what is being done on various campuses.

DEAN SOMERVILLE: What did they do for yours?

DEAN GOODNIGHT: They seemed to be about \$750 or \$800 a month rental, but that included everything. It includes new purchases—it includes purchases of linen and all that sort of thing to take care of everything. It includes fuel, light, gas, oil, heat—all the utilities. It includes rental, repairs, furniture. The fraternity has to look after everything itself. Each house would accomodate about 50 men. But as I say, they tell them that that is a little better than they are going to do for the others.

PRESIDENT PARK: Any other comment on the changing use of fraternity houses?

DEAN ZUMBRUNNEN: Mr. Chairman, I don't know exactly how it will work out on that, but we have established the principle, if and when they have to take them over at S. M. U. It seems to be entirely satisfactory to the fraternities. It looks like we will be again selected as one of the institutions where the Navy will put on its engineering training program. It looks like we will have to take them over, and if we do, the University will have to assume responsibility for operating them, and anything above actual operating expenses will be returned to the fraternity. We have given them assurance that the University will not profit in any way whatsoever, but since the Navy will look to us to manage them as dormitories, be responsible in every respect, that anything that is above actual operating expenses will be given to the fraternity.

DEAN DALY: Mr. Chairman, I don't know if this contributes anything. I don't mention the institution involved, but I did happen to see the housing contract of one very great university which was sent us as a sample, on which we might guide or base our estimate. For housing, a definite figure per man was allotted, and that figure worked out, in this great institution, of \$7.50-½ per man per month. And that was to take care of administration and everything else. Our own figure for our dormitories—of course, not our fraternities; we haven't been taking over the fraternities as yet—our own figure for the dormitories worked out within a half cent of that estimate. Whether that will go through, I don't know. That was the housing contract signed by a great institution, \$7.50-½ per month per man.

DEAN SOMERVILLE: Army or Navy?

DEAN DALY: Army.

DEAN LOBDELL: I think the negotiated contract of either service is on the basis of no profit and no loss to the institution. Therefore your costs must take in all the costs, including your capital, the capitalized value of the property exclusive of your land, and so forth. It will work out differently for different parts of the country. It would seem to me that if the fraternity houses were taken over for housing service units, the institution would carry that same principle in arriving at rates which are suitable for the house. Now in my own institution we don't propose to take any fraternity houses for housing service units. That is our present situation. By the mid-summer our entire institutional housing program will be occupied by service units, and we hope that there will be submitted soon sufficient to much more than fill the fraternity houses. We hope the fraternity houses therefore can operate under their own steam, and until it becomes necessary that any particular house come forward and say "We can't go on," we don't propose to deal with that problem that Dean Goodnight has raised.

If any house comes forward and says "We just can't go on as a fraternity," then we propose to say to them, "Well, what are your obligations? The mortgage, your interest on it and amortization, taxes, and all the other expenses," figure it up, make an arrangement with them about their furnishings, and then take the house over and operate it by charging a rental to the civilian students. That happens to be a plan that may work. I hope we don't have to do it, because I think a great many institutions are now finding out what they hadn't realized so much before—what a happy situation it is when 700 or a thousand students are housed with no particular trouble to the institution, housed in the fraternities which are managed and operated with little trouble, compared to what it would be for the institution to operate it.

DEAN GOODNIGHT: That might result in very considerable inequities. A fraternity that has been forehanded and thrifty and has paid obligations so that it owes about \$5,000 on its place would get a very small amount of rentals compared to the fraternity that was \$60,000 behind.

DEAN LOBDELL: The answer is, the work itself is an inequity. Our idea would be to preserve their property during the period of the war, in order that they would resume operation after the war. We are neither interested in their improvidence or their providence, but we are simply carrying their burden for them for the period.

DEAN MOSELEY: Then you still will take the responsibility of putting them back where they were when they start again?

DEAN LOBDELL: That would be covered in the arrangement, yes, either written in as a fixed sum, or what. If you want to go into that,

you make a deal with them at the time . I predicted my arrangement on the fraternity coming to the institution and saying that they wanted to make a deal for relief, Dean Goodnight. Now the contrary situation where the institution, as I interpret your case, got in a hole and went to the fraternity houses and wanted to take them over, if I had been involved in any of those fraternity houses I would have held you up as I fancy they tried to do.

SECRETARY TURNER: Joe, if that winds up that particular subject, I would like to ask Alvan a question. Alvan, I can't warm up in the least to this proposition of taking in such young boys, either into the university or into the fraternities. That just doesn't appeal to me.

DEAN LOBDELL: What do you mean, young?

SECRETARY TURNER: I mean taking them through high school in 2-½ years, on to college, and then through college in 2 2-3 years. In other words, we will have them out of college, on that basis, at about age 19. I think most of them who come to college at 18 are too young.

DR. DUERR: Of course it is a war measure, and I am sure you are in favor of giving the boy as much education as you can before he is drafted.

SECRETARY TURNER: Yes.

DR. DUERR: And I am sure you will agree that there is a great deal of lost motion between age 6 when a boy begins to go to school, and college age. A generation ago the entrance age was considerably lower, and the admission requirements were not higher. In fact, I think it is probably easier to get into college today than it was then, because you have got so much more of a variety that you can substitute, so that I see no loss at all, and I think it is about time that youngsters begin to develop a sense of responsibility.

SECRETARY TURNER: I don't disagree with you on that, Alvan. I would certainly be delighted to see the youngsters getting this sense of responsibility, but I think we are starting too late.

DR. DUERR: I agree with you.

SECRETARY TURNER: Because the present generation of kids don't know how to work.

DR. DUERR: I agree with you. But you and I as parents are responsible for that.

SECRETARY TURNER: That's right.

DR. DUERR: And I don't advocate having them coming to the University of Illinois with a milk bottle.

SECRETARY TURNER: But let's go at it from this angle: It is not altogether our fault and it is not altogether the fault of the kids.

It is just like the father who comes around in the summer and says, "Help me think up something I can have my boy do in the way of work." That is in more normal times, not war times. Then it's a little different. He says, "When I was a boy there were always chores to do, work to do. We worked long hours, we didn't have any recreation. We didn't think much about recreation. Our recreation was just a little play we could get in after working hours." But the day and age has tended away from that.

DR. DUERR: Not nearly so much as their fathers. The average father considers it a badge of his own business success not to allow his boy to assume any responsibility or do any work.

SECRETARY TURNER: I don't think that is true.

DR. DUERR: I am sure it is. I have been in the business a good many years, and I see it all the time.

DEAN LOBDELL: You mean bankers, don't you? (Laughter)

DR. DUERR: I might add to the discussion on rentals, unfortunately I didn't hear all that Dean Lobdell said. We have been keeping close touch with the War and Navy Departments. They have not yet completed the formula for the rental of chapter houses. We do know this definitely: that the college will make the contract with the fraternities, and not the government, and two bases are being discussed at the present time: One, a per man per month rate of from \$9.00 to \$12.00, with a certain guarantee of minimum occupancy. And the other is a four per cent rental on book value of the property, the government paying all taxes and upkeep in addition. The former is the rate approximately that is allowed hotels.

It is a little hard to say which way they are going to swing finally, to the four per cent rate or to the per capita rate. We advocated a per capita rate six weeks ago, and the Navy told us that they didn't feel that that would be fair to the fraternities because they couldn't guarantee occupancy. But if they make a minimum guarantee of rental, that would overcome that objection.

DEAN ZUMBRUNNEN: Mr. Chairman, I would like to ask a question. They seemed to put a good deal of emphasis on it—that is, the statement that the Navy has made relative to allowing men on the campus the privilege of participating in extra-curricular life including membership in fraternities. As I recall, they put the emphasis at this point: namely, that those men, the Navy men or Army men, might belong to any organization that permitted any other student or anyone that wished to, to belong to it, or any organization that made exactly the same sort of requirements of anyone who entered into it. That isn't quite right, but these men might belong to any organization that was open to any student on the campus. I think that's it. I wonder who is going to finally make the decision as to whether these men can belong to fraternities or not. I am thoroughly convinced that the fraternities

on our campus are not open to every student on that campus, practically or theoretically.

There came back to me the suggestion of my chief counselor when I took up the work of dean of students. He said, "My point of view about the fraternities is that they ought to be open to anybody. Anybody has a perfect right to join any fraternity on the campus if he so wished to." That isn't the way the thing works. The point I want to raise is, namely, who is going to make the decision or the interpretation relative to that last clause in the provision?

COLONEL DAILEY: I heard somebody this morning start out and say the Navy has the edge on the Army. And I thought I would just keep still because I knew before this session was over you would all come right to the same conclusion that I have come to, and that I have enunciated in the meetings that we have had in our faculty there before the president, when we have been talking this thing over. I said, "Wait just a minute. It looks like the Navy is offering everything, but if you will take that thing and analyze it, you will find that they both arrive at the same objective, simply by different routes of words."

You are not going to have to answer that question as to who is going to take them over. The Navy says, "Yes, they can join these fraternities; anybody can join a fraternity." When are you going to get time to join? How is it going to help the fraternity? He has to stay in barracks. He is not going to pay rent over there in a fraternity house when he has to stay in barracks. He is a paid soldier. I don't think the question is going to come up. Even though you say, "Sure, go ahead and join," how are they going to join?

DEAN BUNN: There is some evidence in connection with the discussion in which Dr. Duerr and Fred Turner were indulging here a moment ago. A few schools, not waiting for state legislatures to change the law for high school graduation, have made arrangements whereby students who have not yet received their high school diploma may be, if they are well qualified, admitted as college students. And there is now some evidence at hand with respect to the contribution that these young students have made, from a scholastic point of view, and evidence of the way in which they have fitted into the social program.

I can speak for one small group of those and say that, now that they have been in registration for one quarter, we have found that among this small group of highly qualified, handpicked students, there were fewer scholastic delinquencies among this group than there were among the regular new students coming in from high schools after graduation. A ratio of 10 per cent in the case of the picked group of boys who hadn't graduated from high school, as against over 25 per cent of the regular group that comes in.

Again, from a social point of view, there has been little or no difficulty with this younger group melting itself into a slightly older group.

From a standpoint of conduct and problems in the dormitories, in the fraternities, there has been practically none. Only one case has come to light, and it is of very little significance. This rather indicates that these youngsters, if they have a real purpose in coming to school, are ready to go ahead and can do a good job and can fit themselves into the college situation. It was quite evident that they were appreciative of the privilege of starting their college education before they had, under what we call normal circumstances, qualified to do so.

Therefore, I am rather inclined to agree whole-heartedly with what Dr. Duerr said about the younger boy. The selection process was no different, except from the standpoint of the amount of work that they had done in high school, than it was for the group that is taken in normally. So I think we have rather constant factors to compare with the exception of age and the experience that goes along with age.

To turn to another subject, I was the individual who was indulging in the social conversation with Mr. Duerr this noon with respect to the democracy of fraternities, so may I comment just briefly on that. I agree with what Mr. Moseley has just said, but my point is this: The undemocratic features lie in the selection for membership in the fraternities. In a school situation where university residence facilities are available and where the students have the opportunity to choose where they desire to live, there is complete freedom of choice with respect to housing. In contrast, the fraternity operates under a plan of selection which discriminates between individuals on an undemocratic basis. This fact tends to develop attitudes which create many of the problems with the fraternities.

I think these problems are much more acute with the sororities than they are with the fraternities, because there isn't quite as much social prestige attached to wearing certain fraternity badges as there is to wearing certain sorority pins. That, I think, is the particular point with respect to the democracy of our fraternities.

The next point: I wish to comment on something that Dr. Duerr said in connection with the reorganization of the fraternities and the responsibility of the school, particularly the dean of men in this connection. I would like to think that the full responsibility was on the school. But I doubt very much if it will come about that way, for the particular reason that the fraternity as such wields a rather strong and influential part in determining the different fraternity activities and policies. I grant that the complexion of chapters may be very much alike on a particular campus, and less diverse than the chapters in one particular national fraternity. But nevertheless, the philosophy as established by the national organization and the national interfraternity organization is in some cases in conflict with the practice and policies on a university campus, and that conflict creates quite often the problems between the fraternity and a school.

I am afraid therefore, that unless we do something to bring about a

little closer harmony between the philosophy of the fraternity itself and the particular practical policies on the university campus, that we are still going to run amok in some situations.

Then again, I think the real job in the fraternity is to work sincerely to approach the high standards upon which each organization is founded. I sometimes feel that the fraternity neglects this part of its job and to the extent of the neglect fails in carrying out a constructive program. In most of our fraternity conferences and meetings we speak rather idealistically, and I agree with that. But I quite often feel that that is about as far as the idealism goes. Further, the secretaries and representatives of the national organizations who visit the different campuses, could create a stronger influence in this direction: I mentioned just previously the great influence that the national interfraternity group and the national group has upon the fraternity. Real results would be accomplished if they did more to bring about the practical execution of these idealistic standards. That is one of the things towards which we should aim, and I am quite sure that the deans of men would be in hearty cooperation with these representatives in carrying out that kind of a program.

SECRETARY TURNER: John, I quite agree with you, just as long as you use that term which you did, "small and highly-selected." I have no objection to a small and highly-selected group. We have a small and highly-selected group of high school juniors who came in in February. Many of the boys went into fraternities, and they are all right. But it is small and highly-selected. If we are going to take all these high school juniors in on the same basis, nothing doing.

DEAN WATSON: Through no fault of ours in particular, except an admission system and a school system that operates on a speed-up process, we have been pushing down the age of our freshmen taken in for our engineering school from the time when it used to be 18-½ down to where it is now 16-½ years for the group that just came in. One in eight of those that apply are bright boys, were able to skip grades all through grade school and high school, and get through faster and show up better. We have been turning them out at 18 and 19 as college graduates.

We come back to the faculty beginning at last to challenge the possibility of what education is. Is it learning things from books, or is it learning how to live, and getting from books some of the techniques for living? These boys who have been going to summer school and working in a cage of books all their time do an excellent job at learning books, but they don't know much about living, and they simply aren't ready at age 18 to absorb what the college has to give them about the techniques of living—that a college should be able to give to a boy if he has some practical experience and ability.

I thought it was important to bring that in, in this group, because we got into that mess without intending to get into taking in 16-year-olds

as freshmen. That wasn't the intention of the entrance exams. And it is only as they get them up to seniors, and because we have an evening school population most of whom enter at age 19 and 20, begin the same subjects and approach it from a more mature point of view, that we have in the same institution the same professors teaching younger students and teaching older students the same subjects side by side.

I have been at about six or seven meetings this year on what is wrong with our process. They can pass every exam we give them, but we don't want to recommend them as graduates because they aren't able to think problems through in the bigger sense. They will jump every hurdle we have from textbooks. They will get their calculus. They will do all the rest of the little hurdle jumps that we want them to do. But they are not engineers, and the faculty don't even like to recommend them for jobs. They will recommend them if they want a mathematician or a technician in the laboratory, but they don't want to recommend them for anything that has any responsibility. And it seems to me that in this problem of education for the business of living, we can't just give them a textbook on golf. We have to go out and let them play golf some of the time.

PRESIDENT PARK: Let's take a ten-minute recess now, and come back at four o'clock.

. . . Recess . . .

PRESIDENT PARK: Gentlemen, we have all watched with interest within the past year the development of the federal war loans program, designed to aid students in what we have come to know of as essential occupations, such as medicine, dentistry, veterinary medicine, engineering, chemistry, and physics, to complete their education. The Office of Education has established a subdivision to handle this particular project, and we have, as a representative of that office and its Director, Dr. Karl Waugh, who comes back to us after some 15 years, having attended the Boulder Conference as a dean of men. We expect to hear from Dr. Waugh and then have a question period where you may have a chance to ask him questions about the program, as you see fit.

It is a great pleasure for us to welcome Dr. Karl T. Waugh.
(Applause)

DR. KARL T. WAUGH: Mr. President, Mr. Turner, and Members of the National Association of Deans and Advisers of Men: The place I have on this program belongs properly to Dr. Kendric N. Marshall, who is the director of the student war loans program, and up to day before yesterday he fully intended to be here. But some things arose suddenly in the Office of Education which necessitated his being there this weekend, and he had told me to hold myself in readiness because he might roll this job onto me at the last minute, and yesterday he

said that he was doing so, and would take the train last night to come to Columbus. And so I am here in his stead.

I wish very much that he might be here himself, because I am sure that he would be able to put before you the whole program of the student war loans in a far more able manner than I am qualified to do. However, I have a manuscript here which he had prepared, and he said that I might use any part of it or summarize any of it; but I will speak in such a way as to condense it, and later on let the secretary have it, so what will be published will be Dr. Marshall's production, and the remark which I may make here lamely will be mine.

It is a peculiar pleasure to me to attend this meeting because, as Dean Park has said, I one time attended a meeting—in fact, I have attended many of them, and I count myself, if not a member, I consider myself an alumnus of this group. I used to attend quite regularly the meetings of the Association of Deans of Western Colleges when I was for seven years dean of men of the University of Southern California, and in the East I have attended meetings of the Eastern Association, and have attended two, I think, of the joint meetings. The last one, I believe was at Boulder in 1929. And I had very vivid memories of the discussions that used to go on in those meetings, and of the leaders of those meetings.

I can see now the men who used to participate. I remember very well Thomas Arkle Clark and Dean Stanley Coulter of Purdue and Edwin Mimms of Tennessee and Scott Goodnight of Wisconsin and Dean Dubach of Oregon State and Armstrong of Northwestern and Henry Grabin Doyle of George Washington, and others whose names do not all occur to me at the moment. But I remember the discussions they used to engage in are very much the same as those you are engaging in now. You have some new ones, and there are some that I don't hear mentioned any more.

I was particularly interested in hearing the discussions this morning on a problem which has confronted you in all its newness—the problem of the dean of men trying to wrestle with the matter of military units being placed upon the campus. And it seems that the problem confronts you with difficulties, and the problem does not seem to have been solved yet, but I know of the ingenuity of the dean of men, that it is characteristic of him everywhere, and I have no doubt that given the chance to work things out, that problem will find its solution.

I think that most of you know what the Federal Student War Loans Plan is, so I needn't give you in any detail the organization of it or an account of how it came about, other than to say briefly that the amount of money that was appropriated by Congress last year, five million dollars, was calculated to meet the need of those students who were preparing themselves in accelerated courses in certain much-needed fields. They were to be within 24 months of graduation,

and they could borrow as much as \$500.00 a year which may be used for tuition payments or for payment of maintenance. The interest does not need to be paid until after graduation, 2½ per cent only. If a student borrower is drafted into the Army, the loan is cancelled. If he enters the Army or Navy or any of the services through any other means than the draft—that is, if he enlists—then the repayment of the loan is deferred until after his graduation or until after he completes his term of service.

There have been a good many questions asked about the operation of the program, and I think that I might address myself to those particular things which you have, in your various letters, asked about. A number of the deans of men are institutional representatives for the Student War Loans program. I think each college was asked to name a man to be institutional representative, in nearly half of the cases the dean of men was chosen. In some cases it was a purely financial officer; in some cases the president himself assumed the duties of institutional representative. Other cases it was a student adviser or someone by some title who really does what a dean of men in most institutions does.

One of the things which has made it difficult to have this program operated as smoothly as we would like, is the lateness with which it got started. The plan was that an accelerated course should be taken by every student who was to receive a loan, and an accelerated course at that time meant a student's being enrolled in summer as well as in winter. So the only definition of a student who was already accelerated was one who had taken the summer course of 1942, but the funds didn't get to the colleges really until October of 1942, and then we had to say those who had been in summer school, and so on.

Furthermore, we defined acceleration as accelerating by one-third the normal college program. We soon saw that that definition of acceleration was not a good one, for the reason that there were some schools that already had four quarters as their normal program. Some had a summer school of eight weeks and some had two summer sessions of six weeks each, and some had a ten-week summer session. Some were on the semester basis, others on the quarter basis; so we simply had to give up the whole idea of trying to define acceleration in terms of number of weeks or of fractions and parts of fractions of normal schedules, and it now is simply this: that any institution which offers to a student training in 36 weeks, that is in three calendar years, to the extent that would ordinarily be given in four academic years, which is also 36 (four times nine), such an institution would be regarded as accelerated within the meaning of our regulations. And even with that, we haven't undertaken to count weeks, but have simply taken the word of the institution concerned that it does give with 36 weeks what is known as a four-year college education.

As I have said, it is unfortunate that the loans fund was establish-

ed too late to offer the positive encouragement to acceleration which would have resulted if earlier efforts to secure legislative approval had been successful.

. . . Dr. Waugh continued, reading from the manuscript prepared by Mr. Marshall, beginning with the first paragraph on page 4 of the paper, and continuing to the end, after which he said, "If there are questions, I would endeavor, so far as I may be able to, answer them." . .

FEDERAL LOANS FOR STUDENTS

by Kendric N. Marshall

Director of the Student War Loans Program

U. S. Office of Education

The bombs of Pearl Harbor had scarcely ceased reverberating when a call went out to the presidents of all American colleges and universities to meet in Baltimore with representatives of the Government and discuss ways in which higher education could most effectively contribute to the successful prosecution of the war. Participants in this conference carried away the determination that all institutions which could do so should act at once to accelerate the preparation of their students for the rapidly expanding needs of both the armed forces and the essential civilian services. A corollary was the tacit assumption that governmental assistance would be forthcoming to lighten the financial burdens which would accompany the speeding up of higher educational processes.

Accepting the leadership expected of it, the United States Office of Education promptly appointed a group of distinguished consultants to prepare studies of the various problems involved in the establishment of accelerated programs. On the basis of these reports the Office subsequently formulated a comprehensive recommendation of financial assistance, including both grants to institutions and loans to students. However, diverse obstacles confronted this program on its path to legislative enactment, and eventually it fell by the wayside. Then, in the last days devoted by Congress to its appropriations for the fiscal year 1943, a modified version of the proposed loans to students was happily inserted in the Federal Security appropriation bill, and \$5,000,000, to be administered by the Office of Education, was provided for the purpose. The President signed the measure (Public Law 647) on July 2, 1942.

Eligibility For Loans

The specific professional and technical fields in which Congress made the loans available were those where critical shortages were known to exist, - engineering, chemistry, physics, medicine (including veterinary), dentistry and pharmacy. As further conditions of eligibility, the law provided that a student must be enrolled in the accelerated program of a recognized degree-granting institution, must be within twenty-four months of securing his or her degree, and must be in

need of financial assistance. In return for the loan the student must sign an agreement to remain in the accelerated program and to accept, upon graduation, such assignment to employment or service as may be made by agencies designated by the Chairman of the War Manpower Commission. The maintenance of a satisfactory standard of academic achievement is naturally required.

Loans may be used to pay tuition and fees, and for maintenance up to twenty-five dollars a month, provided that a maximum of five hundred dollars may be borrowed within a twelve-month period. The loans bear simple interest at the rate of $2\frac{1}{2}\%$ a year, and are repayable in four annual installments beginning one year after the borrower leaves the institution. Co-signers are not required. In case the student has his program interrupted by his induction under the Selective Service Act, or in the event of permanent disability or death, the note is cancelled. For a borrower who enters the armed service of the United States voluntarily, deferment of interest and principal payments is provided until after his discharge from service.

The individual loan is made only by the college or university in which the applicant is registered. Any recognized degree-granting institution which offers standard curricula in any of the specified fields may participate in the plan if it has so accelerated its program as to provide for the completion in three calendar years of the academic work normally completed in four. This must be done, however, without materially adding to the academic load normally carried by its students. Of necessity, therefore, an annual summer session is an essential feature of a satisfactory acceleration program.

Indeed, it was the summer session which provided the most potent argument for the establishment of the loans program, since it was recognized that attendance at classes during the summer would place an intolerable financial strain upon a large number of students. Not only would they be confronted with additional tuition and living charges, but they would simultaneously be deprived of their customary summer earnings. While the percentage obviously varies with institutions, it is known that more than half of our male college students are dependent to a considerable degree upon income derived from their summer employment. It was easily apparent that the purpose of accelerating professional preparation would be defeated in the cases of very many students by their having to withdraw from college for economic reasons. The problems of keeping the self-supporting students at their college classes through the summer was further complicated by the great temptation to take advantage of abnormally high wages in many areas where there was a growing scarcity of labor.

It is unfortunate that the loans fund was established too late to offer the positive encouragement to acceleration which would have resulted if earlier efforts to secure legislative approval had been successful. Many of the smaller institutions had decided not to offer a sum-

mer session in 1942 because of the fear that they could not enroll sufficient students to justify it. On the other hand, students who would eagerly have taken advantage of the loans, had they had prior notice of their availability, were compelled to undertake summer employment instead of continuing their studies. One lesson from this is that whatever legislation is intended to assist higher education during the coming fiscal year,—whether it be a continuation of the loans or another type of program,—should be enacted early enough to enable both institutional and student beneficiaries to adopt intelligent plans for utilizing it.

Administering the Plan .

While any new venture requires time for proper preparation and execution, this is particularly true of a government program which involves the custody of a considerable amount of public funds. Thus in the case of the new Student War Loans Program, detailed regulations implementing the law had to be worked out in long conferences and approved by legal advisers and higher officials; a staff to administer the program had to be slowly acquired through civil service procedures; numerous forms had to be carefully drafted, approved and then printed on government presses which were bogged down with rush orders from the various war agencies; and, with almost no clerical help available, applications had to be mailed out to over 1700 institutions and correspondence subsequently entered into with many of them. In the face of these difficulties, the fact that a distribution of four million dollars could be made in September is due in large measure to the devoted efforts of Dr. Fred J. Kelly, Chief of the Division of Higher Education, who for several weeks bore the main responsibility for establishing basic procedures and working out endless troublesome details.

Each institution wishing to participate in the program was asked to submit its plan of acceleration, figures on enrollment in the specified fields, and an estimate of the amount of money needed for loans. As the resulting request for funds was considerably in excess of the sum intended for the first distribution, a formula was devised to give equitable treatment to all institutions. No calculation of allotments could be made until the necessary data from each participating institution had been received and processed, and therefore the need to correspond with many institutions concerning ambiguous or incomplete data delayed the first distribution of funds. September 5th was set as the final deadline, and in the following ten days allotments were made to 273 separate institutions for loans to an estimated 20,815 students in accelerated fields which had been carefully checked and approved by a small professional staff. The average institutional allotment was \$14,540, or slightly more than 60% of the average amount requested, and the average per estimated student borrower was \$191.00.

How the Program is Working Out

Both the monthly financial reports submitted to Washington and

the visits of staff members to participating institutions have indicated a wide variation in the utilization of the allotments. A great many institutions quickly converted their Treasury checks into loans to eligible students and immediately sought additional funds to assist further applicants; others found that their prospective borrowers had vanished and they have continued to report an absence of interest among their students. Since new loans are constantly being made, and during the month of January the total number of borrowers increased by 25%,—it is difficult to secure an accurate and up-to-date picture of the part which the loans program is playing.

In general, however, it can be said that the actual need of assistance has been considerably less than was estimated last summer. Whereas the first distribution of loans funds was calculated to help an estimated 20,000 students, an analysis of the latest reports indicate that approximately half that number will have received loans by the end of the fiscal year. The major explanation of this seems to lie in the greatly improved financial conditions of both parents and students, and this is especially true in industrial areas which are feeling the inflationary effect of huge war expenditures. Indeed, it is reported from one institution in New England that many of its students are having to pay income taxes on their earnings from part-time employment. Other reasons advanced for the lessened demand for the war loans are the reluctance of some students to assume future obligations which may prove too onerous in an uncertain post-war period, and the unwillingness of others to agree to accept only such employment as may have the approval of the War Manpower Commission. The lowering of the draft age also played a very important part, since many needy students who expected soon to be drafted chose to withdraw from college.

The student "prosperity" which has been referred to is by no means universal, however. Confidential information regarding their economic status, furnished by applicants for loans, reveals the desperate efforts by which large numbers of American youths are seeking to secure a professional or technical education. Furthermore, many students now employed part-time at high wages will eventually pay a heavy price in terms of both health and academic preparation. A letter just received, which is typical of many, describes a problem which should be met by inducing needy students to borrow from the war loans funds. The registrar of a medical school writes, "We are alarmed to find that a substantial number of our students are actually working six hours a night in defense plants in order to meet their tuition payments and the rapidly mounting living costs. It is inevitable that most of these students will either fail in their studies or suffer a physical breakdown."

Of the seven fields in which Congress provided the loans, medicine has the largest number of borrowers, with 2,875 students having received \$624,790 in advances prior to February 1. Engineer-

ing is the second most numerous field, with 2,539 students receiving advances of \$363,975. The larger per capita borrowings which these figures show for medical students is due not only to the less profitable opportunities for part-time employment usually available to them, but especially to the much greater cost of tuition and to the steady drain on resources which is caused by the protracted period of graduate study.

In assistance to medical schools, nearly all of which were on a full acceleration schedule last summer, the Student War Loans Program has undoubtedly made its most significant contribution. Nearly all of these schools have requested and received supplementary allotments, and their officers have freely acknowledged the urgent needs which the loans have served.

Latest figures for the number of loans made in the other fields covered by the program are as follows: dentistry, 823; chemistry, 534; pharmacy, 348; veterinary medicine, 347; physics, 157. Since September approximately fifty additional institutions have received allotments, making a total of 320 participating colleges and universities.

General Observations on the Program

A few general comments may be of interest. Those persons who have feared that Federal assistance to educational institutions necessarily means interference or control should find little reason to criticize the Student War Loans Program. Aside from enforcing the few requirements dictated by the basic law itself, or necessitated as reasonable financial safeguards, the administration of the program has been such as to leave the participating institutions with wide latitude in granting the loans. For example, they determine what constitutes "need", what amount of assistance should be given to individual applicants, what is the standard of satisfactory work to be maintained, etc. Recognition has thus been provided for institutional and regional differences.

On only one matter has the program aroused much complaint. In the administration of such a large program there are certain lines defining eligibility for participation which must be drawn with some apparent arbitrariness, and often a line is drawn at that point where the relatively large overhead involved in servicing a unit is out of proportion to the service rendered or the results achieved. In considering regulations to govern the loans program, it had originally been proposed that an institution should have a minimum number of eligible borrowers in order to participate, but this purely quantitative limitation was eventually replaced by one which had a certain qualitative purpose. Educators who took part in framing the regulations believed that, generally speaking, the number of students majoring in any one of the specified fields in a given institution had significance. While bigness obviously does not connote quality of

achievement, it was recognized that extreme smallness of enrolment in the technical fields embraced by the law is too often associated with less intensive courses of study and less satisfactory laboratory equipment.

Therefore, since it is important that the borrowers of the Federal loans be sufficiently well-trained to justify the effort made to assist them, it was finally determined that in order to make loans in any given field, an institution must have not less than ten students majoring in that field who are within twenty-four months of graduation. On the basis of an accelerated program, this group would include not only seniors and juniors but those majors who had completed the first third of their sophomore year, and therefore the restriction did not seem an unreasonable one. However, this regulation undoubtedly did deprive some excellent small colleges of assistance to their students in the fields of chemistry and physics, and it is regrettable that institutions doing wholly satisfactory work in the technical fields should have had to suffer with others which undeniably are incapable of turning out adequately trained graduates in science. If the loans program should be continued another year, it might be possible to devise qualitative criteria which would be divorced from any specific numerical limitation.

As it happened, physics was the field chiefly affected by this "rule of ten", and it was not long before several eminent physicists volunteered evidence to show that physics has become increasingly a highly selective field which is chosen by few students, that many institutions which accomplish demonstrably fine work in physics do not have more than one or two graduates in that field annually, and that every last potential physicist is urgently needed in what is today a "war of instruments". Representatives of the National Roster of Scientific and Specialized Personnel confirmed these points and asked that assistance be made available to any needy physics student. The eventual result was an administrative order by the Chairman of the War Manpower Commission which removed the field of physics from the effect of the regulation.

Effect Upon College Placement Officers

Another order signed by the Chairman of the War Manpower Commission has clarified a matter in which college placement officers should be particularly interested. This concerns the agreement which borrowers make to engage, on completion of their courses, "in such employment or service as may be assigned by officers or agencies designated by the Chairman". A fear had been expressed that such "agencies" would not make effective use of the guidance and placement officers in most institutions, officers who naturally have superior facilities for ascertaining the type of essential employment in which their graduates are best fitted to make a contribution to the war effort. A natural suspicion of unwieldy procedures centralized in Washington, was also voiced.

However, the order approved by Mr. McNutt has dispelled any such fears and has made the placement officers on each campus integral parts of the assignment procedure. The institutional representative of the Student War Loans Program is charged with the formal responsibility for assignment, but, in the language of the directive, he "shall be guided in making assignments by recommendations of committees to be appointed by the President of the institution, which committee shall consist of (a) the head of the school or department in which the student has done his major work, (b) the chief personnel officer serving that school or department, and (c) a representative of the nearest local employment office of the United States Employment Service."

The methods by which these local advisory committees will carry out their duties have thus far been left to each group to work out in the most practicable manner, and a broad field of discretionary power has been given them. An example of the latter point can be cited. The Washington office was recently presented with the case of a chemistry student about to graduate and be placed, under the terms of his agreement, as a chemist. However, the young man had decided that he wanted to prepare for a professional career in another scarcity field, medicine, and the question was asked if he would be permitted to do so. In reply, the problem was stated as one on which the local placement committee was best qualified to decide, in the light of the student's academic record, his aptitudes and his potentialities. The committee determined in this case that the national interest would be served better by an excellent doctor than by a good chemist.

No discussion of the Student War Loans Program would be proper without appreciative mention of that indispensable agent in each participating college who is known as the "institutional representative." He or she is the person selected by the president to approve the loan applications, determine the amounts to be granted, correspond with Washington and submit monthly financial reports thereto, and now, by the placement order, to assign borrowers to employment. These men and women, who maintain their full-time teaching, counselling or administrative duties, have assumed the work of the loans program without an added penny of compensation, and they should know that the field representatives of the program who have met them personally are invariably enthusiastic about the splendid type of college official who has undertaken this important but somewhat thankless task.

Importance of Utilizing Human Resources

By way of concluding this account of the Student War Loans Program, it is pertinent to emphasize the confusion and sense of frustration on the average college campus during approximately the period of this program's existence. It has become platitudinous to state

that armed service is only one element of a nation's effort in "total war", and that industrial and agricultural production, research in the laboratory, and care for the essential needs of the civilian population have equally important though less dramatic roles in the common cause. But while the statement is trite, the American mind seems not yet to have grasped its full import, or we should not continue to dissipate the human resources in our higher educational institutions, a mistake which Britain has not made.

For months our college students were kept bewildered by well-intentioned but wholly conflicting statements of spokesmen for Selective Service and the various armed forces. At one and the same time they were informed that it was their duty to remain in college and that no able-bodied youth should do so. Yesterday they might have been told that there was a critical need for expert technicians, and today they might see a promising young scientist drafted a few months before the completion of his training. As recruiting officers for the different reserves made the rounds of the colleges, many students in desperation signed up with that unit which promised the most, and the result has been that youths have often entered services for which they have little aptitude.

Logically, and in the apparent intent of Congress, the recipients of student war loans constitute a pool of professional and technical skills in fields which are known to be essential to the war effort, and it would seem merely the intelligent conservation of invaluable human material if Selective Service boards should grant deferment to such of these men as are highly recommended by their institutional authorities,—deferment at least until such time as it is clearly evident where they might most effectively be used. But we know that few local boards have made such decisions, so great has been the pressure to fill their quotas.

However, hopeful signs have recently appeared. The enlarged authority granted to the Chairman of the War Manpower Commission and the transfer of Selective Service to his control have been tardy steps in the right direction. Especially encouraging was the Chairman's directive of December 19 approving the temporary deferment of students in all of the fields, except pharmacy, which are included in the loans program, and this policy has been made more explicit in Selective Service Occupational Bulletin No. 11, revised March 1.

If the recently formulated Army and Navy programs for utilizing the facilities of higher educational institutions in the training of their personnel can be supplemented by a plan providing a sufficient flow of trained manpower to meet the needs of production and the essential civilian services, we shall have made significant progress. Able minds are grappling with this problem and it is hoped that a comprehensive civilian training program will soon be announced.

The Student War Loans Program as established for the current

fiscal year is a temporary expedient, but it has already shown the validity of a Federal loans project for higher education. In its dealing with college officials and the public at large, the staff of the program has found that loans are universally considered a sound, dignified and effective method of assisting worthy young people. The loans have been in keeping with the deepest American traditions of self-reliance and equality of opportunity, and in their small way they have been a truly democratic weapon in the struggle for ultimate victory.

PRESIDENT PARK: May I be a bit arbitrary at this point? In order to meet our contract for five o'clock adjournment, I am going to suggest that you reserve your questions until the evening session, and I will ask Dr. Waugh if he will spend 15 minutes or so with each of the three sectional groups so that he may be in each meeting for a period, and you may then have a chance to raise your individual questions with him. If there is no objection, you will carry it out that way.

May I now, then, introduce to you a representative of the American Red Cross, E. Austin Thompson, who comes to us through the good offices of Dean Turner, to discuss with us the opportunities that great organization offers to college men. It is a great pleasure to present to you Mr. E. Austin Thompson. (Applause)

MR. E. AUSTIN THOMPSON: Mr. President, Mr. Turner, Members of the National Association of Deans and Advisers of Men: It is a pleasure for me to be here this afternoon.

Almost everyone knows something about the Red Cross, yet I don't believe most people know very much about its over-all program. To some, the poster of the attractive nurse with the red cross in the background is symbolic of the Red Cross. Others perhaps think of our widespread assistance in times of floods or tornadoes or fires or other kinds of disaster. Still others think of our program of first aid and water safety and home accident prevention. Perhaps many teachers think of the Red Cross primarily in terms of the Junior Red Cross and the widespread enrollment of Junior Red Cross members in schools throughout the country. Still another group of people think of the medical, nutritional, and other health services of the Red Cross.

Perhaps some of you have been blood donors. A million people in this country have contributed their blood through the Red Cross Donor Service in the year 1942, the blood that was made into plasma which, starting even before the attack on Pearl Harbor, and carrying right down through the present Tunisian campaign, has been instrumental in saving the lives of so many sailors and soldiers.

Perhaps still others of you are interested in the foreign War Relief operations of the Red Cross in its widespread distribution of supplies and equipment in the war-devastated regions.

Your wives undoubtedly know of the volunteer services of our chapters. Many of them may have been members of the Motor Corps or the Nurse's Aid group. Perhaps they have worked in the production rooms. Yes, I think the American people are very conscious of the Red Cross, even though they do not realize how wide our services are nor how extended they are throughout the whole world.

This afternoon I am not going to talk on these important services which I have mentioned. Rather, I am going to confine my comments to another activity of the Red Cross which we term our Services to the Armed Forces. This is an activity which relates to the service, the ex-service men, and their families. In it we endeavor to follow the soldier or sailor from his induction into the service, and right on through to his re-employment in civilian life, or perhaps to his rehabilitation after discharge. During this entire period we try to assist him and his family in meeting those needs which arise from his service in the armed forces. Wherever the soldier goes, there we hope he will find the Red Cross. And his family back home will not have to turn very far to find a Red Cross chapter willing and eager to meet its problems.

This is an ambitious program, but the American people have embarked on a very ambitious program when they attempted to send soldiers and sailors to all parts of the world. We have accepted our responsibilities in this program partly because of the responsibilities placed upon us by our Congressional charter, partly because of Army and Navy regulations, partly because of legislation and Presidential executive orders.

For example, Congress has given the Red Cross the authority "to aid in matters of voluntary relief, and in accord with the military and naval authorities as a medium of communication between the people of the United States of America and their Army and Navy." Army and Navy regulations themselves make the Red Cross responsible for specified services for the able-bodied and sick service men and their families. Federal legislation and Presidential executive orders give the organization authority and responsibility for certain services to the disabled ex-service man and his family.

In spite of these authorities that have been conferred upon us, I don't think that we would have the courage to undertake the program upon which we are engaged today, were it not for the deep-seated conviction that the American people look to the Red Cross as the means by which their interest in the soldier and sailor may be expressed. The American people, through government, both nationally and locally, have provided many services to soldiers and sailors and to their dependents. They still feel, however, that the voluntary aid of a private agency is most necessary to supplement the government aid. The American people have felt this so strongly that they have joined the Red Cross in millions. Approximately one out of four

adults and children of the country are members, and all of them are looking to the Red Cross to follow the soldier and sailor in his personal problems wherever he may be.

Because of our conviction that the American people are looking to the Red Cross for this service, we have not hesitated to expand our activities. Back three years ago, the amount of money we were spending on our Service to the Armed Forces amounted to only several million dollars. In the fiscal year starting this coming July, we estimate we will need upwards of 65 million dollars.

Back in the early part of 1941, we had approximately 400 people on our Service to the Armed Forces payroll. Today we have upwards of 7,000, of whom approximately 1600 are already overseas. As more troops go overseas, so will more Red Cross workers.

It is natural to wonder what the service man's problems are. These problems are very much the same that you or I would face were we at a camp in this country or overseas, were we on a ship at sea, were we a patient in an Army hospital, or were we on the front itself. A soldier wonders what is happening to his family back home. He hears that legal and financial problems are involved in regard to the family house. He receives word that someone at home is critically ill and that the family doctor and the family would like him to be there as quickly as possible. A soldier may find Army life, in which he lives with a large group of men under very regimented conditions, a new and overwhelming experience. He may bring any of these problems and a thousand more to the Red Cross representative at his camp. These representatives are called Field Directors or Assistant Field Directors.

Frequently when a problem relates only to some personal matter at the camp itself, the field director may solve it right then and there. More frequently, however, he has to communicate through the home Red Cross chapter. The chapter sends out one of its home service workers, she visits the family, further clarifies the problem bothering the soldier, be it financial or otherwise: and helps work out a plan which will relieve the soldier's worry.

If the soldier is sick in an Army hospital, he will turn to the women Red Cross workers, who will render much the same service. In the hospital we have trained psychiatric and medical social workers. They are the ones who, upon request from an Army doctor, will write the home Red Cross chapter asking for a social history on the man,—a social history which is used by the doctor in planning medical or psychiatric treatment.

In the hospitals, we also provide a recreation staff and program. Within continental United States, the Red Cross has equipped and operates many hospital recreation buildings which have been erected and constructed by the government. We supply standard moving pic-

ture projectors, and first-run films are shown two or three times a week, depending on the wishes of the commanding officers. Our woman recreation workers go in the wards and play quiet games with the patients; they may read books or arrange for somebody else to come in and do so; they write letters home to the soldiers' families. In the recreation hall itself they assist the soldiers in putting on stage plays and amateur theatricals. They help them in arranging parties. Usually there is a craft room with a good supply of craft equipment. Our recreation workers find that a busy patient is very seldom a homesick patient.

This same kind of service follows the soldier overseas. By the direction of the Chief of Staff of the Army, the Red Cross has been designated as an agency concerned with the welfare and recreational problems of the soldier. To fulfill this part of our program, we have been sending four Red Cross field directors with every division of roughly 15 or 16 thousand men. We are also sending a woman social worker and a woman recreation worker for every 500-bed hospital unit. Frequently there is a demand for more personnel than that, and we are supplying those additional needs.

I mentioned recreation within this country as concerned only with our hospital program. Within the country we are not concerned with recreation for the able-bodied. When we get outside of the country, however, we provide assistants in that field.

When we first sent troops to Iceland, the Army came to us and said that they needed supplementary assistance in their own recreation program. They asked us if we would send a Red Cross man with each division to assist the Special Service offices in establishing a sound recreation program. In addition to personnel, it was necessary to send supplemental equipment. To Iceland, for example, we sent several moving picture projectors, volley balls, baseballs, all kinds of athletic equipment, and so on down the line. For other spots, notably in the southwest Pacific, the request came for deep-sea fish lures and fishing tackle. In one case at least we were asked to supply a deep-sea diving suit so the soldiers could dive for pearls in their leisure-time hours.

In Britain another request for service came from the Army as a result of their experience with soldiers on furlough. The soldiers naturally gravitated to the larger and congested cities, where there was not adequate housing or eating facilities. We were asked to set up Red Cross Clubs, placing special emphasis on the lodging and meals side. With reluctance, and at the specific request of the Army, we agreed to charge small amounts for the lodging and for the meals. These charges are much below cost. The better the business is, the more money the Red Cross loses—and we are very glad to lose it. Nothing else has any charge whatsoever attached.

These clubs range from large, rather attractive ex-hotels that

have perhaps been lightly blitzed but have since been renovated, to small two or three-room buildings. In one case a famous gaming house in the north of Africa is now a very acceptable Red Cross Club. Also in the north of Africa another club was built around what was formerly an automobile showroom. Some of our workers there were quite concerned at first as to how they could make a homey comfortable Red Cross club with so many big windows in the front. They found, however, that soldiers in lounge chairs behind the windows attracted many of the local girls, who soon seemed to have an increasing number of errands down the street, and that the soldiers greatly enjoyed just sitting there watching the parade of women go by.

At all the Red Cross clubs we have attempted to have a homey, typical American atmosphere. A soldier coming into the club is assured of finding a friendly, warm, American greeting. He gets accurate information as to where to go and what to do. He gets accurate information as to when the next bus will depart for Buckingham Palace—and the American soldier still seems to like to go down and see the guards change, even though the guards no longer wear their bright-red uniforms. He gets buttons sewn on, socks darned and mending done—in fact, many of the little things his wife or his mother did back home—are provided at the club. He will find a place where he can go and sit and read and lounge quietly, or he will find a game room where he can play ping-pong or many other familiar games. He will find volunteers, women from the country in which the clubs are established, eager to help in planning dances and jam sessions, in providing entertainment of all kinds, and eager to welcome the soldiers to a strange land.

We have found that for military reasons, our men are often dispersed in very small units throughout a country. It isn't possible for them to get much entertainment in small near-by towns. Neither can they get to a big center very often. We have tried to help meet this problem by sending out clubmobiles. These clubmobiles are usually staffed with two or three young, attractive American women. They pile a moving picture projector into the truck, a victrola, and lots of records, athletic equipment, games of all kinds, books and magazines, and go out to these isolated units. They may spend a couple of hours there or they may spend a whole day. And one of the most popular parts of their service is typical American food, in the form of an adequate supply of doughnuts made on a doughnut machine right in the clubmobile, and lots and lots of good black coffee.

So far I have stressed the kind of services we render the soldier while in active duty. We are very mindful, however, that many of these soldiers will be disabled, and will be returned to civilian life. Before such a soldier or sailor is discharged from the hospital, one of our workers talks with him about his future problems. She tells him of the claims and benefits for which he may be eligi-

ble. She tells him about the United States Employment Service and the program they have mapped out to help the ex-soldier get back into civilian employment; she tells him about vocational rehabilitation programs designed to help train him for work within his disability limitation.

From what I have said you can see that a large part of our ability to meet personal and family problems relate back to the home Red Cross chapter. Each chapter has a Home Service division. It is a worker from this Division who will get the report that the doctor in the Army hospital wants to help treat a patient. It is such a worker who will help a family get in touch with a soldier when they have not heard from him for months and do not know exactly where he may be. It is a Home Service Worker who will give the family information on pensions and claims and regulations which may affect the service man; who will assist in actually filling out and processing these claims for benefits and pensions. It is Home Service to whom the family may turn when they need financial or other assistance.

In helping service, ex-service men and their dependents, the Red Cross uses both its own and other community resources. It will, for example very gladly supplement the assistance a public agency can give with additional aid for those little special things which the family may need. It will provide basic maintenance, when public funds are not available. It will counsel and advise the service man or his family on matters financial, or otherwise, which are bothering them. It will help them use other resources in the community, resources which help a family in ways outside the scope of the Red Cross chapter.

This program of the Red Cross is a tremendous one. A large part of our ability to carry it through successfully will depend on the number of additional people we can get for our staffs at the camps and hospitals in this country and overseas. Many of you have friends who are still trying to find some way in which they can become closer identified with the war effort. I hope you would tell them a little about the Red Cross program, and of our personnel needs.

We are seeking men between the ages of 30 and 50, who are in good physical condition who know something about the dynamics of human behavior, who are sympathetic and tolerant, who are interested in helping the soldier meet his problems.

We will use these men as our field directors and assistant field directors at camps in this country and overseas. We need similar men with outstanding management, executive, and organizational abilities; men whom we can send over as our club directors, men who can interpret the program to the community in which the club is established, men who can interest the women in those countries in

becoming volunteers who supplement the services of our own paid staff.

We also need men with special training and skills in recreation. Some of them will work closely with the Army Special Service officers in building up sound recreation programs at overseas camps and stations. Others can be used as program directors in our Red Cross overseas clubs where they will be responsible for the over-all recreation program of the clubs.

If you know of such men now, or run across them in the future, please ask them to write us in Washington or to any one of our four area offices. We have offices in New York, and in Alexandria, Virginia, in St. Louis, Missouri, and in San Francisco.

I have brought along some of the guide sheets we use in selecting our staff. It tells a little about the job itself, and also gives general qualifications. I should be glad to have you take them.

Thank you. (Applause)

PRESIDENT PARK: Are there any questions? If not, we stand adjourned.

... The meeting adjourned at five-ten o'clock ...

FRIDAY MORNING SESSION

April 2, 1943

The meeting convened at nine-twenty o'clock, President Park presiding.

PRESIDENT PARK: The meeting will be in order. I want to present to you Dr. Francis J. Brown. It is with a good deal of pleasure that I do this, because you know as well as I that Dr. Brown represents one of the most intelligent viewpoints about the war effort so far as the colleges and universities are affected of which we have knowledge. We have learned to depend upon him to indicate to us the direction things are going to move, and we haven't been disappointed.

Last summer in Washington I happened to sit in on a group, rather cosmopolitan group, of college administrators, and it was interesting to see with what deference they turned to Dr. Brown for his opinion on questions which were brought up.

So it is with a great deal of pleasure that I present to you Dr. Francis J. Brown, to lead our thinking in the question of post-war planning. Dr. Brown. (Applause)

DR. FRANCIS J. BROWN: Dean Park, Members of the Conference: I am very glad to be back, as I always am, with those of you who are definitely on the front line of education. I sometimes feel that those of us in Washington—and the longer we remain there the more likely it is to happen—lose our lines of communication with you who are in direct contact with youth in your offices and your classrooms—forget the feelings, the fears, the hopes of these young men and young women who are in the colleges and universities. So I am going to be fairly informal in the comments that I shall make, in the hope that more of the detailed information will come out through the discussion.

Your chairman has made me feel very much at home because of the time allotted to me on your program. For some ten years I was at New York University; there the class session is continuous for an hour and 40 minutes, without even a temporary recess unless the faculty member so chooses. He has even gone that one better, because instead of an hour and 40 minutes, we have three hours together. Out of it ought to come a good deal of exchange of judgment and of opinion, and I hope some fact and definite direction of policies.

Certainly it is only a truism to say that higher education has faced the most critical period of all of its history—a period of uncertainty, a period of doubt, a period in which one sought direction and seemed not to find it. And yet we face a period of thinking on post-

war of even greater uncertainty than that through which we have just passed. We face a problem even greater than that which we face today.

At the present time, higher education and all education is motivated by a deep sense of their common responsibility. In the post-war period it will be difficult to maintain that same sense of national responsibility to meet these even greater problems. Today all are willing to make serious sacrifices for the common good; then, as is characteristic of a free society in peace time, each institution will seek primarily only its own welfare and its own interests, and if you will think back with me just for a moment, you will see some of these feelings of uncertainty and of competition already emerging.

When the defense program and then the war, intensified the efforts of the entire Nation, higher education immediately offered its total services to the National Government, military and civilians, but higher education was immediately faced with a dilemma. They were eager to serve, and yet they were continually and repeatedly told that basic training was the fundamental requirement for effective military and civilian service. They were anxious to make changes; yet again they were repeatedly told that their job was to do better the things which higher education had sought continually to do—to develop five basic abilities: To speak and write the English language effectively; to be able to handle basic mathematics; to understand the elements of science; to have a deep and abiding and eternal conviction of the rightness of the cause for which America and Allies stood; and to possess strong, vigorous bodies.

A few institutions, fortunately only a few, went off on tangents, tried to give short, intensive, highly-specialized courses of military character. But for the most part, higher education has kept its perspective, and in so doing has retained the foundations upon which its post-war program must be built.

I said in the beginning that we face greater uncertainties in the post-war than we face even today. And let's see for a moment what some of these uncertainties are.

The first is the magnitude of the problem. How many men and women will be involved, and how much education will they desire? Of the 10 or 12 or 15 million men and women who will be demobilized from the armed forces, how many will return to schools and colleges and how many of them will seek immediate employment? What of this huge army of civilians, many of whom at the end of secondary school or before, have put away their textbooks at least for the duration, perhaps because they feel an urge for greater productivity in war; perhaps, too, because of the lure of high wages and immediate employment? Of those who do return, how much education will they want?

The second uncertainty is the nature of the problem itself. What kind of education will they want when they come out of the armed forces and out of this army of civilians? By and large, perhaps you can group them into four classes. First will be those who will want specific trade and vocational training either to restore them to former jobs modified by new technological developments, or to follow along the lines of specialization that has been a part of their military training and military experience. A second group will be those who will want to round out the specialist training that they have had in the armed forces and make of it a profession, or perhaps complete their interrupted professional training. A lad, for example, who has been in the Signal Corps and has had a high degree of specialist training while in service may think in terms not of the specifics of his military experience, but in terms of rounding that out into a total profession of engineering.

A third group, and I rather assume that this will be a rather large group, will be the men who will see war and war training only as an interlude in their lives, and will wish to pick up again the broken, tangled threads of civilian education and to think in terms of their pre-war interests and values.

Recently I was talking with a lad. He was thinking of what he should do in his senior year of high school, but I am sure it will be characteristic of his thinking also when he returns from military service. He said that he was going to use this last year of high school to do the thing that he wanted most to do. Interested in the arts, he was going to get all of that he could, and his own logic in his own mind was this: "during this year I will be training for the thing that I want to do when the interlude of war is over. The Army will give me the specialized training that I need for the interlude. If I come back, I can pick up my life where I left off, and I have saved a year. If I don't come back, I will have thoroughly enjoyed at least this last year." I rather think that much of the thinking of men will be of that nature at the end of the war period—to pick up again these tangled threads; to want, if you please, to put behind them as speedily as possible every element, even every memory of the military and to pick up again the values of peace.

There is also a fourth group—how large it will be, no one can in any way at this time predict—those who will come back as casualties, who will need physical and mental rehabilitation. This is second uncertainty as to the nature of the problem, how much education and of what type.

Then there is a third uncertainty, and that is the length of time involved in preparing for and in meeting the problem. Pray God the length of time in preparation will be shorter than we even dare to hope at the present time. But how speedily will the readjustment program need to be met? And again I think several statements of

fact can be made that may to some degree give direction in this area of uncertainty.

First, the majority of war industries will shut down almost within hours, certainly within weeks after the signing of an armistice. Out of these factories standing silent and still will come the thousands, the tens of thousands, who will need to pick up again a civilian occupation, an occupation for a civilian economy. A second statement is that the men and women in the armed forces who are in the United States will undoubtedly want to be discharged just as speedily as possible, and the pressures to bring about their discharge will be very great, almost, if not entirely, irresistible. Conversely for the millions of men in service overseas, it will be weeks, months, perhaps actually years before some of them can be returned to civilian life. This third question of how long? is again a question representing one of the uncertainties as we face the future.

The fourth uncertainty is one to which we must even now give serious consideration, and that is how will the program be administered. Will the armed forces retain responsibility? And if so, up to what point? Will there be a huge national program? Will it be left to the varying generosity of the states? And may I parenthetically say, I hope not. What will the role of the individual college and university in assuming its own individual responsibility? These problems of administration cannot be left unsolved until the problems must immediately be met. Sane, constructive, forward-looking thinking and planning must be made even now in this matter of the administrative relationships.

Despite these uncertainties, there are definite guideposts to present planning, and the first is this: That the federal government will play an increasingly important role not only during this period of war, but as a result largely of this increasing war role, it will increase those responsibilities when the war is over. Planning for education, as never before, will be on a national basis. And again, may I emphasize my own point of view—it should and must be. Payment proposals run as high as 90 per cent of the costs coming from the federal treasury, and a number of plans are already under consideration for the designation of a responsible federal agency for the administration of an over-all educational and placement program.

A second guidepost is that the armed forces will retain major control of the individual up to the time of his demobilization and should. They will cooperate with the educational agencies in civilian life; and that they are already preparing specifically for the tremendous educational job which will be theirs immediately upon the signing of the armistice. I don't think we can exaggerate the importance of that job which is in the hands of the military. Whatever number of millions of men and women may be involved, some of us in this room know the tremendous let-down that comes immediately upon the ces-

sation of hostilities. Months, gearing one's thinking only to a single end, and then suddenly to have that end no longer important; the re-adjustment, the re-thinking, the re-planning of one's own life cannot wait until the individual is returned to civilian life. Fortunately for the future of these individuals and of the nation both of the armed forces are constructively thinking in those terms, and are even now developing forward-looking programs.

In the development of the Armed Forces Institute, already text materials are being prepared which will be available to these men and women in the armed forces. Also in the matter of credit for military experience, the Army Institute, or the U. S. Armed Forces Institute as it is now called, will make available to every educational institution an educational profile of all men who wish to have that information gathered by the Armed Forces Institute and submitted to the college or university to which they wish to transfer at the end of the war. All of the armed services have cooperated with the American Council on Education, the regional accrediting association and other civilian groups in the development of this plan, now endorsed by more than 400 colleges and universities.

The development of educational centers already established, called by the press, perhaps unfortunately, "universities"—will also be important during this post armistice period. Some 40 of these educational centers in outlying bases have already been established by the Navy or are now in process of being established. In one of them, one out of every five of the 5,000 boys in blue are now enrolled in classes and continuing their education, partly applying directly to effective military training, but partly, too, looking to this future and their return to civilian status. Fortunately the Army as well, through its appointment of education officers and its contemplated program for the establishing of similar centers, is thinking not alone in terms of the immediate problems, but thinking, too, in terms of this future far-flung and tremendously important problem of maintaining present morale through the constructive continuity provided in the educational programs within the armed forces themselves.

A third guildestop is that the educational level at which this educational program must be established for the post-war must be higher than it was at the end of World War I. You have undoubtedly heard the statistics, because they have been repeated many, many times. The educational level of the man in the Army in the first world war was sixth grade. In this war, it is tenth grade, and in the Navy approximately the eleventh grade. Or, to put it differently, more men in the present armed forces have graduated from high school than had graduated from the elementary school in the first world war armed forces. Here is a challenge and a tremendous responsibility to build an educational program, not on the trade and vocational level alone, but one that will reach the whole range of intellectual ability and

challenge the individual at whatever level it may have been necessary for him to interrupt his educational program.

A fourth guidepost for our constructive thinking is that the educational program cannot be met independently of the national economic problem. Sometimes I am afraid that in education we think as if we could solve our problems without regard to these fundamental economic issues. Certainly increasingly we are recognizing that education cannot be a substitute for a job. True, it will relieve the labor market, but education must itself point constructively to potential employment. The huge artificial concentrations of population—monthly reports from the Bureau of Labor Statistics indicating that in 16 states there are 18 or more persons for potential employment where there were only 10 in 1937—are just a few of the facts that must be a part of the composite problem and must be solved as a total problem rather than as an educational problem in and of itself. The new mobility of population, the tremendous differential between those trained in specialized areas for the armed forces and for industry, and those that will be needed in the new (whatever they may be in the development) industries of peace. And so this, too, to my mind, is one of the guideposts for our thinking, that we cannot think as educators independent of the total economic problems that face the nation and the world.

Very briefly, what specifically is now being done in the way of post-war planning? It would be very interesting, if there were time, to summarize the results of the study that the Council carried on just recently to determine what is being done in individual institutions. I was extremely interested in noticing that more than 50 per cent of the colleges and universities now have some definite plan under way for constructive thinking among the faculty and students in terms of post-war problems. In some instances it is a seminar, in some instances it is a part of the program of student activities—but thinking definitely and specifically in terms of, what of the aftermath? Rather, this morning, I want to indicate something, at least, of what is being done in terms of four national agencies for planning.

All of you remember that when the President signed the bill changing selective service age to 18, he said in part, "I am causing a Committee of Educators to be appointed to plan for the educational readjustment of these young men and women whose education will be interrupted by the war." That committee has been appointed. General Osborne Chief of Special Service U. S. Army, is chairman. There is a representative of the Navy, three civilians, and the Commissioner of Education. The committee has held a number of meetings, has designated special sub-committees and is thinking constructively in terms of plans for the educational readjustment of men and women after they are discharged from the armed forces. The line of demarcation of the activities of this committee and of

the armed forces themselves is the point of discharge from military service.

A second group, that was more or less a confidential group until released by the press some two weeks ago, is a committee of the National Resources Planning Board. Long before post-war planning was popular; yes, one could say long before one dared to indicate that one was thinking in terms of post-war, the Council called together a small group of people largely within government, and over the hot summer months of last summer this group met once a week for a half day, laying preliminary plans as far as they could be made at that time. Early in the fall it became apparent that if any definite activities were to be carried on, it would be largely through the agencies of government rather than of non-government. After representation to the President, he requested the National Resources Planning Board to appoint this committee of 12, of which Floyd Reeves is Chairman. If I were in Washington today rather than here, I should be meeting with them through the second of the two days a month that that group have been in session since last autumn.

Definite blueprints have been developed as a basis of recommendation through the National Resources Planning Board to the President for positive and constructive action. Whether it will die as a committee report, is your guess as well as mine. But it does indicate that in this committee, made up of representatives of the Army and the Navy and of the various other immediately interested governmental agencies, there is long-term constructive blueprint planning being carried forward.

And a third group is the Council, in cooperation with the Association of American Colleges. Dean McConnell is Chairman of the committee. You remember that several months ago the Association of American Colleges appointed a committee in General Education largely for post-war planning. The Council had at about the same time been carrying on similar activities in cooperation both with government and with individuals in education. These two groups were recently merged in a joint committee, and spent three days of last week in conference seeking very earnestly to formulate, as far as it is possible at this time, a blueprint for general education in the post-war period—not to reform higher education, but rather to say, as clearly as it can be said, what will be the needs of men and women in the post-war period in terms of the general educational values that must be retained. That group has formed sub-committees in different subject matter fields. Each sub-committee is holding meetings this week and next, and hope at least within some three to five weeks to have a very definite report as a first step in this general planning for higher education on a non-governmental basis.

The fourth development on a national basis with which all of you I am sure are familiar, is the Armed Forces Institute plan for

the allocation of credit for the educational values of military experience. I said a moment ago that it would be possible for the educational institution to procure an educational profile of all men in the armed forces. That profile can be utilized on any basis in which the individual institution wishes to use it. It is interesting to note, however, that all of the regional accrediting associations and some 400 of the colleges and universities have already taken specific action: first, stating that they will not grant blanket credit on the basis of time served, as was characteristic of the unfortunate generosity of individual institutions after the first world war; and second, that they will utilize the Armed Forces Institute examination procedures or some other comparable examinations that they themselves will develop, to grant credit on the basis of the educational achievement of the man while within the armed forces.

Only recently, one institution took the official action that they would give one semester of credit for every month that the individual served on this side of the water, and two points of credit for every month the individual served overseas. Nothing in my mind can be more unfair to the individual man himself. Can you picture a high school graduate who spends eight months on this side of the ocean and perhaps 20 on the other, coming back and being enrolled in the institution as an upper sophomore, and expecting him to successfully carry on his education? And yet that is exactly what would happen if time service was the basis for the allocation of credit. And so this plan, recognizing fully these new Army and Navy college training programs, also is one basis for constructive social and educational planning that can be stated as an accomplished fact.

The greatest single need as I see it today in thinking in terms of post-war problems is the establishment of some agency to provide factual information on what the needs are now and what the needs will be when the war is over as far as they can be predicted in technical and professional fields. The Council and a good many other agencies have long been interested in this problem, and yet today it is a statement of fact that nowhere can you turn for factual information as to how many engineers are needed, how many chemists, how many technicians, how many laboratory assistants, and so on through the whole range of technical, specialized, and professional fields.

The Army and the Navy especially, the Navy more than the Army, know quite concretely how many they will need for the armed forces. But nowhere is there the over-all picture, even for the present, and so far as I can see, at least, nowhere is there an agency in government today that has the authority and the background of experience to have that information available for the post-war period. And yet that, to my mind, as I have said, is the greatest single need.

Think, if you will, of the tremendous failure of the balance, the

mal-balance, between this period with its tremendous emphasis upon the sciences and upon technological developments and skills, and whatever the post-war world may need. Somewhere there must be available factual data for you and for all of us concerned with this problem. Perhaps by the continuance of the agitation, some agency of government may be given the authority to gather that information.

Undoubtedly you have been asking yourselves what can the individual college or university do now? Perhaps one can suggest three or four rather tangible things. First, I would say, and most important, without any lessening of its post-war service, higher education must seek to maintain all of the attributes that make it higher education. We are going through and we will increasingly go through a danger of reverting higher education to trade and vocational schools. We will go through the threat, in some instances, of becoming housing establishments. It will take strong, diligent, courageous action to maintain higher education as a higher educational institution, to keep a balance between specialized and general education. Fortunately, in maintaining this balance there will be definite encouragement in the doing, in some, at least, of the college training programs within the armed forces.

A second action that can be taken now is to give to every man and woman a thorough appreciation, a deep insight, and a firm conviction not only of the rightness of our cause now, which is of paramount importance, but also into the intricate problems of international relations, the rightful role of America in the world of tomorrow, and the abiding faith that a world can be rebuilt in which war will be no more.

I don't mean by this suggestion, tangent courses in foreign languages and a little geography of foreign countries, the false assumption that men now in our colleges—and many college women are now also preparing for this work—that by taking a little smattering of a few courses, they will be the ones to reconstruct a war-torn Europe. They won't be, and the sooner you tell them that, the better; that whatever role America will have in the reconstruction of a war-torn Europe will be done by men with depth of experience, those with a thorough understanding of the areas to which they are sent, and with a deep and abiding sense of the inter-relationships of the European problems with the problems of America and of the world.

No, I don't mean that kind of pseudo-training. But I mean a continuous attitude woven through all instruction of the rightful role of America in a world at peace. I mean the kind of understanding that will prevent the repetition of what happened after World War I when peace became a political issue and when reconstruction was the football of politicians. A kind of education that will give force and direction to the reshaping of a world in a pattern of eternal peace.

I don't know what that pattern will be, nor does any one of us.

But if we can think sanely, constructively, and realistically, that pattern can emerge. This kind of education is no easy task, for we must also at the same time teach in terms of an interlude of hate. We must somehow maintain contemporaneously in our instruction two absolutely opposing attitudes of mind—hate in the moment; constructive, cooperative rebuilding in the post-war period.

I remember someone saying to me just the other day, "Don't you think that we have got to carry continually in all of our instruction and permeate our whole campus now with the attitude of world brotherhood?" My answer to him was "Absolutely no." And there came to my mind an experience as a buck private in the first two weeks in camp in World War I. We were being given the initial instruction in the use of the bayonet, and as we stood out in front of a straw dummy in a green uniform, the old top sergeant standing out, giving us the commands as we ran through the long step and the quick step and then the short jab to catch him under the chin if you missed him both other ways, shouted to us, "Cuss, damn you, cuss when you run that bayonet through his guts." And he could not have given us any other instruction. We were being drilled for an interlude of hate.

That is your responsibility even now, for these men and women on our college campuses. But with it, and pray God you may do an equally efficient job of it, must be kept the post-war attitude of world cooperation—an almost impossible task, and yet one that must be maintained if we are to successfully carry forward this military interlude and successfully rebuild a world at peace.

And then finally your responsibility is that of counseling students. On you, more than any other person on the college campus, rests the responsibility of keeping in the mind of this student a sense of continuity. True, he must have the conviction for immediate service, but his success in that service will to a very large degree depend upon his continuance of the values of peace for which he will be willing to give his life if necessary, but from which, pray God, he will return. To help him see that this is an interlude, a part wrenched by force out of an on-moving stream of life itself, and through this sense of continuity he can take advantage of every opportunity for education, rich as it now is, through the armed forces themselves.

But as I see it, it is more than taking advantage of the formal programs of education, training, or thinking time, as the case may be. It is a matter, too, of his own thought life, of thinking in terms of the willingness and the eagerness of immediate sacrifice in order that he may again pick up those tangled threads and carry on when the war is over.

Yours is the most difficult of all tasks—to help these youth face a period of uncertainty, to help them realistically face the fact of potential death, to give to them the sense of the values for which they are making the sacrifice; and yet at the same time keep alive

in their hearts and minds the values that are fundamental, basic, and eternal, and to which they will return and for which they and we must begin now to build. (Applause)

PRESIDENT PARK: I am sure you would wish me to thank Dr. Brown for this stimulating, provocative discussion this morning. One of the most interesting parts of the program is to follow, I am sure, when you direct your questions to Dr. Brown as to your thinking in terms of post-war planning. Who will begin the discussion? Dr. Barker? We are very happy to have you with us, Dr. Barker.

DR. BROWN: I hope you are only going to supplement, and not question.

Dr. J. W. Barker: Mr. Chairman and Members of the Conference: What Dr. Brown has just said is, to my way of thinking, one of the most important tasks that confronts not only colleges but the entire population of the United States. I would like to draw a picture for you to supplement what has just been said. Take these young men, ten or eleven million of them, who for this duration in the armed forces are going to have every waking thought turned to one end—training themselves to be a team of the most efficient killers that it is possible for us to build. Every thought, every action, every part of their training program is going to be in terms of building an efficient killing team.

I want you to think also of them being taken from the homes of the country, leaving behind a void—a void in many cases decorated by a service flag. I want you to think of their mothers, of their wives, of their sweethearts, eager, anticipating their return. And then I want you to think of what will happen when the very purpose for which they have been trained suddenly stops.

You can all recall the 11th of November of 1918, the wild delirious celebration of an armistice; and then the cold bitter morning that followed. When the "cease firing" order is issued the first reaction that everybody will have, emotional in character, will be "Get the boys home." You heard it in 1918. It colored the actions of the armed forces. It even colored the possibilities of the peace treaty that was then being formulated in that interim period.

Now nothing in the way of planning is going to succeed unless there is an awakened public sentiment in this country which shall say that the worst thing we could do would be to bring them home immediately and turn them loose. That means, to my way of thinking, my personal way of thinking—and I want to dissociate this from the Navy, because I am not speaking at this moment as a representative of the Navy in any way—it means that there is a public information job to do in which the peoples of this country shall become convinced that rational thinking and planning must take the place of emotional reactions, come the armistice.

I ask you to stop and think what will happen if, as Doctor Brown said, these war factories close down too rapidly and attempt to recon-vert too rapidly to a peacetime economy. In this particular area, not very far from here you went through the conversion of the automobile industry to the airplane industry. You know that it cannot be done overnight. If we turn ten or eleven millions of men back into civilian economy too rapidly while that civilian economy is attempting to readjust itself from war production to peace production we can wreck the economic machine of this country. We can have chaos instead of peace.

So that in addition to what Dr. Brown has suggested as to the desirability of you men as the leaders and guiders of these young men on our campuses to think in terms of this planning problem, I want to emphasize the fact that you have a sales job to do on the general population, for without it, the Congress will never go along, the funds will not be voted that would be necessary for either the armed forces or any other institutional procedure to carry on a post-armistice training program.

The next point is one that Doctor Brown raised about the intellectual level of the armed forces today. His figures are correct. But at the same time, I ask you to think of the fact that they are that high because the services have established a minimum level of literacy for induction, and not because the public education system of this country has done a better job in the last 20 years than it did in the 20 years preceding the first world war. The Army has had to establish special camps for illiterates in this country of ours, men who have not the equivalent of a fourth-grade education, and the Army has had to take this education time out of that available for training them to be members of this efficient killing team.

Now the reason that the grade level is 11 or 12 is because the services have to a certain extent and for a very large proportion of the inductees, insisted upon better than a four-grade education in order to be inducted. Our educational system stands indicted by those figures, and at the same time the proportion of rejects for physical disability is a thing to make us hang our heads in shame. We have had these youngsters in our school system. You and I have gleefully and knowingly put Phys. Ed. 1 and 2 into their programs, and then forgotten real physical training. And when they come up for induction they have all kinds of physical disabilities which were remediable had your and the high school and the lower school education departments, physical education departments, done a good job.

So we shouldn't be patting ourselves on the back that the educational level of the armed forces today is higher than it was in 1914 to 18. It is higher because the services learned a lesson in the first world war, that you can't expect a man with fourth-grade education to understand and comprehend and be able to carry out orders, and

they have insisted on more than that. That is the point I would like to get across on one thing said there.

Now I would like to paint just one more picture for you, concerning the things that Lieutenant Colonel Gregory and I shall be talking about this afternoon in connection with your college training plans. Dr. Brown has touched upon it already. There is, as you well know, very heavy emphasis on the sciences and technology. Personally, I regret it. There are men in this room who have heard me talk before the Society for the Promotion of Engineering Education, insisting upon the great values in the social-humanistic stem of an engineering education. I still believe that, but time is the most important factor in the military programs of today. And time does not permit us to give more than a minimum of attention to those social humanistic matter areas in our college training programs.

Now what does that mean on your campuses? In your faculty clubs, your round-table discussions, you have all heard your brethren in the social-humanistic areas complaining that they are the lost and forgotten man. The mathematics, the physics, the chemistry, the engineering people are going to be badly over-loaded, and the other fellows aren't going to have enough to do to really justify academic tenure at a time like this.

Now I pray that they shall see this program of post-war education that Dr. Brown has painted as the most glorious opportunity that ever existed for our social-humanistic subject matter area brethren. During this period when they are not having the heavy classroom loads, they can build and prepare the subject matter for the finest of courses in this post-war period. They have a job to do right now of working up that subject matter which is their own principal area. They can help the Armed Forces Institute by working on the books, the course pilots or study guides or what have you, for this educational system that shall come, if we are given an opportunity to have it come. And in doing it, they will be serving the armed forces during the war, and they will be preparing themselves and their own subject offerings for a far greater participation in what will be, I think, the most important collegiate post-war educational area, the social-humanistic.

Because if I see these young men properly, correctly, with the heavy emphasis that is going to be given to the scientific-technological stem, they are going to want the rounding out in the social-humanistic stem in this post-war period. And these gentlemen of ours on the campus who will not have heavy burdens of instruction during this collegiate training program of the Army and Navy, have an opportunity then to conscientiously devote their time to the preparation of the finest subjects, finest books, that can be worked out, taking into account the very things which Dr. Brown put forward—the desirability of inculcating in these men who shall come to our campuses

the need for an understanding, a sympathetic understanding, of the multiplicity of human problems that are going to face them as individuals and as nations in this post-war period.

Thank you. (Applause)

PRESIDENT PARK: Is there further comment on this topic, or questions you would like to direct either to Dr. Barker or Doctor Brown?

SECRETARY TURNER: Dr. Brown just gave me some figures here in regard to illiteracy in the Army which I think ought to be given to the group.

DR. BROWN: What I said to Fred was that at the present time the regulations of the Army, differing somewhat from the Navy, will accept up to 10 per cent illiterate in any one induction center. Now that doesn't mean that 10 per cent of all of the men in the Army are illiterate. It does mean, of course, that in a state like Iowa, or should I now say Ohio, where the illiteracy is low, that the local board will probably not send to the Army more than a half or one per cent illiterate. But in the southern states it means very definitely, as Dr. Barker pointed out, that men are being shut out of the armed forces because in the local board district many more than ten per cent of them are illiterate, and they are limited in the number by that definite regulation of the Army.

The Army defines illiteracy, as the Dean pointed out, as less than fourth grade ability. Certainly I concur very heartily in what the Dean has said, that it is to a very considerable degree a condemnation of certain areas, at least, of our educational system not only that there must be a limit to the number of illiterates admitted, but the time must be taken in the service battalion units to do the job that education should do. I would not go to so great a degree however, as to disparage the development of all education over the 20 years, but even so it is still certainly a criticism of failure in many of the geographic areas.

DEAN LLOYD: Dr. Brown, it seems to me that this point on what we have almost interpreted as mass illiteracy is very much connected with the idea of federal aid. It is easy for us to see this merely as a break-down of the educational system and therefore the break-down of educators, which I think is certainly not an accurate picture. Throughout our entire country, we are certain, from the history of education, that educators are made up not of the economic royalty of the country, but a man has to be pretty well tuned to the idea of starvation for the last 20 years he has had to be that—to go into the field of education. Too, I feel that this wake-up is a wake-up that the rest of the nation is beginning to get, that many educators have had for a long time, and that when our teachers all over the country

are going out into these elementary schools for \$800 or \$900 a year, that is the kind of education we are getting.

Therefore we are not getting what we are not paying for, and it seems to me that your point is pretty well taken, if I understand your point, that the whole nation—business, politics, economics, and the whole social order—is having to awaken to the fact that we can't get a million-dollar educational system on a dime; and that problem is the basis of where we will start on our new educational planning.

DEAN MOSELEY: And I would like to put in, right along that line, having said that it is mixed up with politics and economics and so forth, on this matter of regionalism, there are areas where we have large sections of the population that are not educable. New Orleans is closer to Chicago than Boston, and it is a natural place for making shoes. The hides are there, the labor is there. But because of the discriminatory freight rates, they can't make shoes in New Orleans and send them to their natural shopping center in Chicago in competition with the Boston shoes. Now that has something to do with education, and it goes into this national picture. But I think the thing for us to do is to get down and do some hard thinking along the lines suggested by these speakers.

DEAN WATSON: Mr. Chairman, I am wondering if, with the youth gone to war and the need of action on post-war plans now and immediately following the war, if we shouldn't be directing more of our thinking to educating the old men of 38 and over, in terms of re-education and adult education, so they will be ready to play an effective role in shaping what happens at the peace conference, instead of pointing all our plans to what are we going to do with the youth when they come back. By that time it will be too late to do much about post-war plans. Every treaty will be all over.

DR. BROWN: Yes, I think what you have said is very true. I very definitely and very deliberately cast aspersion at some of the pseudo post-war courses that are being offered now in some of the institutions on the assumption that these youngsters are the ones who are going to reconstruct Europe. The attitude is not one of disparaging such emphasis, but rather the fact that experience and maturity will be necessary certainly to do the kind of planning that I have implied as absolutely essential. There is, within the Army itself, as you know, provision for instruction of men, both civilians and military, in the administrative procedures for post-war reconstruction. Both the Army and the Navy, as you perhaps know, are selecting a number of men from civilian life and sending them to the Army Administrative Corps school where they spend four months. Those selected for training are men who already are familiar with the language at least of the area in which they will specialize. Here through a very intensive program they are given the political and geographical aspects of that

particular region; and its history and its people. They are then retained in a civilian status on reserve, to be called when and if needed in reconstruction of occupied areas, either now or after the war.

Another move that to my mind is more beneficial than some of the immediate things being done for youth, is the plan now being developed by a private agency for bringing to this country and finding within this country men and women who are natives of these areas of Europe and Asia, and giving them as constructive a program of education as possible, on the assumption that the man who is a Croatian, in America now, can with this training more effectively go back and help rebuild that area than these youngsters in our institutions who may feel that they will have some major responsibility.

I have been referring specifically to the actual constructive program of rebuilding. That, I agree very heartily with you, must be done by those with experience and knowledge, which cannot be gotten through the classroom alone. It can be gotten only through the experience of living over a period of years, and especially if one can have part of that experience with the people in the areas with which they may work. But I don't think that ought in any sense to disparage the thing which the Dean so very well re-emphasized, and that is this building of the attitude of mind toward a constructive, positive program for the rebuilding not only of our own nation but of the world.

In terms of the techniques and procedures, then, I would say definitely that the problem rests largely in the training of mature people. But in the development of the attitude of mind, the evangel of a world at peace, that is our responsibility for youth.

DEAN MOSELEY: May I ask what was the World War I definition of illiteracy?

DR. BROWN: I am sorry, I can't answer that.

DEAN MOSELEY: Wasn't it ability to read and write?

DR. BROWN: That is my understanding.

DEAN MOSELEY: Is that not lower than a fourth grade education?

DR. BROWN: The assumption would be yes.

PRESIDENT PARK: Dr. Barker, I wonder if you would like to tell us a little about the Navy plans along this same line for training of men to act as administrators in territory of that kind.

DR. BARKER: Well, the Navy has a plan which has been under way now for some time. It has a school, called a School of Military Administration or Military Government, at Columbia, and the first class will graduate from that, after some 12 months of instruction, the first of June, and every three months thereafter there will be a

graduating class. The agreement between the Army and the Navy is, of course, an allocation of area. The Army will have responsibility for the great land masses wherever troops shall have to be sent for the military government that follows that occupation. The Navy will have it for the Far East, that is the islands of the Pacific, in general. So that our problem in the Navy is a little bit easier than the Army one, because it is delimited.

At the same time, we have recruited from civilian life and also from Navy officers with the regular service, men who have had experience in those areas, and are sending them up there for work, a ten months course now. The first class was 12, because we knew that it was a guinea pig class, and we would have to revamp and reform and do a good many things with that program while it was in the process of evolution.

We have been very successful in getting some of the finest representatives of the nation who have been out in the Pacific areas to come into the Navy and go through this program of instruction. We shall have eventually to set up a second program, very much shorter, very much more detailed, for minor jobs; but these people are being trained for the staff office for the military governors or naval governors that would have to be set up. We have felt very definitely, as Dr. Brown indicated, that you can't do that in any short period of time.

SECRETARY TURNER: Joe, I have a question. This changes the subject, but it is in the same field. As I can see it, we have about three periods of time confronting us here. We have the past 10 years where we have been trying to lengthen the educational set-up. Now we are into this phase where we are trying to speed it up; and then ahead of us we have the post-war area. Now what I want to be pretty specific and practical about it. Dr. Brown, I would like to see developed here for a while what there has been in the past 10 years or the past 20 years to throw out in this post-war proposition. What can we get rid of? What are we through with? This proposition here, what with a war going on, we have people out in Illinois still shouting we ought to have an improved N. Y. A. program that will give a student \$40.00 a month instead of \$30.00. I don't know whom they are going to give it to. But what is there that we should throw out, or should we keep it in? Here is our chance to clean house a little bit. What are we going to need in the post-war proposition that we don't know about or haven't thought of now? Here is a chance to clean house. If there are some things that we want to get ready for, let's see if we can't begin to think about those, too.

This is not the academic crowd, of course. We aren't the scholarship men. But we certainly worry about almost everything else.

DR. BROWN: Are you expecting me to answer that one?
(Laughter)

SECRETARY TURNER: Perhaps you and the group together.

DR. BROWN: Well, no matter what you would put in the category of the things that you are going to throw out, you would have vested interests earnestly protesting.

SECRETARY TURNER: Of course.

DR. BROWN: So it is a very difficult kind of question to answer. From my own point of view, I think we have already indicated some of the readjustments that need to be made in the post-war period, and I think the most serious problem that we face on that educational readjustment side was pointed up by Dean Barker when he said that we will have a return to these humanitarian phases of education, of the social and cultural values which war has necessarily curtailed. Just which within these humanitarian fields we can dispense with, I am not the one to say, and if I did it would be only a matter of my own personal opinion.

I sat for several days, as I told you, with this joint committee, in which they were trying to do just exactly what you have said. We emerged with a series of eight principles that everyone agreed upon, but we agreed upon them only because they were so general as to be innocuous. (Laughter) And my only reaction was—so what? One hundred fifty years ago the early founders of higher education would have agreed on exactly the same eight principles.

I think you have posed an impossible question in terms of elimination. I think you have pointed the way toward a positive approach, however, in saying, what are the values, temporarily lost as a result of war, that must be regained? And I should like again to underscore in a general way that those are the fundamental human values, appreciations of man's relations with his fellow man, and nation's relation with fellow nations. Now whether that means geography or political science or economics or sociology or anthropology, I don't care. Whether it means a new realignment of subject matter independent of existing departments, I am not concerned. But I am vitally concerned that these human social values come back again as a counterapproach to the necessary sacrifices and losses of war.

DR. BARKER: I would like to speak to that, too—Turner's question. I don't think we have to worry particularly about what is going to be dropped. I think that the ship of education is sailing from salt water into fresh water during this period of the war, and it is going to drop an awful lot of barnacles automatically. The weak subject areas are going to drop off as an automatic process. The stronger ones are the very hull of the ship. They will be emphasized. And it will be on that, that we can rebuild. Not that I want to rebuild barnacles on the ship of education in the post-war period. My metaphor may be mixed, from that point of view. (Laughter) But I

do believe thoroughly that it is going to be an automatic process. We are chipping and filing and cutting down here to the absolute rock-bottom essentials, and the stronger of these social-humanistic things will remain, and it will be on those that we will build as we come out of this period. And I don't think we have to take arbitrary action in attempting to have enough foresight to know now what is going to have to be taken off. I think it is going to drop off automatically.

DEAN LLOYD: I would like to ask Dean Barker, then, if he assumes that the things that are worth while, the public will just automatically demand, and the things they don't demand we will forget about them.

DR. BARKER: No, I don't believe that. What I meant by that was that within our faculties, for instance, the strong, vital, social-humanistic areas will be maintained during this war and in the post-war period, and they will be strengthened and supported during that time. It will be the excrescences, these—well, my own institution in Columbia is a very good example of it, with goodness knows how many hundred courses in history, subdivided to the minutest degree. Now maybe that is all right, but I doubt if during the war period they are going to be able to maintain any hundred or two hundred separate courses in history. Well, now, the strong elements are going to continue to be emphasized, and they are going to be vitalized even during this period, because they will be—take the history example—they will be those factors on which the turning point of America's progress into the future is going to depend.

I would like nothing better, as I said one time, than to be a history teacher right now. I would like to teach a course in history of the period between the first world war and this one, and predicate it on some of the publications of our own State Department, and I'll bet a dollar to a doughnut I could make that course live and throb into the heart of every student in my class just out of that one source of material, and build in them an understanding of why we failed the first time and why we mustn't fail this time, because it is going to be a problem of their sons fighting another war if we fail this time.

SECRETARY TURNER: Dean Park, I am still pursuing this, Joe. Dr. Barker, you named one of the barnacles. I want to know what are more of the barnacles. Here is the thing, now: Possibly this is too big to do. Maybe we shouldn't try to do it. But here is the thing I want to know. Let's take a specific example. We are all into accelerated programs. Are we going to stay on accelerated programs? Are we going to be on accelerated programs from now on? Will the public demand the accelerated program? Is it so practical that from now on we are going to be on a 12 months a year basis? Can the students take it? Can they stand it? Can the faculties take it. What is the financial situation these kids are going to be in? Are

we all going to be so broke by the time the war is over that college is going to be driven down to just the barest essentials? Are the activities out of the picture? Is every kid going to have to have a job or a loan fund or a scholarship or something like that? I say maybe it is too much to ask that we try to get into some of those things now, and yet those are some of the things that I would like to get out of the morning, some of the plans about what we can expect. Or is it too much to ask now? I don't know.

DR. BROWN: The question of the matter of acceleration I think is going to be a matter of expediency. A very considerable number of individuals assume, and at least through secondary education I would heartily concur, that one of the basic values that must be sacrificed in terms of the larger adjustments of civilian life is that of appreciation of the social values that I spoke of a moment ago. That can be achieved only through maturation, which again is largely a matter of the calendar. Some are extremely disturbed at the fact, for example, that the war generation of doctors will be those that go through in a period of five calendar years. Heretofore we had assumed it took 9 or 10 years, to give the doctor the maturity plus the skills in order that he might determine your and my life and death.

Again I say, I think whether or not acceleration is continued after the war will be largely a matter of expediency. There may be areas in which short intensive training will continue to be essential. My own feeling is that we shall probably, however, revert to something like a pre-war calendar in the majority of areas, largely again as a matter of re-establishing these values temporarily lost through the failure of maturation.

In regard to the matter of federal aid, you will be interested in knowing that there is now being proposed a type of legislation, still however in the formative stage, that would provide a fund to grant scholarships somewhat comparable to the N. Y. A. bases; namely, ability plus need. For myself, I have not gone with a number of my colleagues in saying that we must use the war period to democratize higher education. We have much overplayed democratization through war. On the other hand, I think we will emerge from this program of war with, as I said a moment ago, a very much more serious consideration, if we are the salesmen that Joe suggested, on the part of the nation that education is a national responsibility; that we cannot permit the kind of education in some states that has been permitted because the state could not afford a better education, and in one instance at least spends more per capita for education than the state that stands at the top on the educational level. This will mean carrying federal subsidies of some kind right straight through higher education, unless I very much miss my guess.

We must appraise some of the newer developments, as well as re-appraise the things that have been temporarily lost.

DEAN SOMERVILLE: There is just one point in regard to acceleration, after the close of the present war, which I think we should keep in mind. It was mentioned by Dr. Brown, but was not enlarged upon. If we have men coming back, and the problem of readjustment as far as our national economy goes, you would have that same question in regard to labor and the labor market. I think we always want to keep in mind that accelerated programs such as we are working on at the present time do not apply and are of no assistance to a labor market that is looking or is short on labor. Better to have the men in school rather than have them without work.

DR. BROWN: Yes, I think the economic side of that is important. I said a moment ago, or in the first comment I made, that education should not be a substitute for a job. You will remember that I parenthetically said that it does keep the man off the labor market, but only so long as he can be constructively kept off of the market.

While I am on my feet, I should like to make one statement of fact that I think will be definitely of interest to you, again in terms of the type of evaluation that Fred has insisted will come largely through the choice of individuals themselves. The Armed Forces Institute certainly gives promise of becoming the largest educational system in the history of the world. At the present time, new enrollments are coming into the headquarters at Madison at the rate of over fifteen hundred a week, and it is anticipated certainly by the end of the present calendar year that more than a hundred thousand men will be enrolled—Army, Navy, Marine Corps, and Coast Guard—in the Armed Forces Institute courses. Over 50 per cent of that enrollment is from overseas.

The interesting thing is this: that in all of the initial enrollments, and up to the present time, the most popular subject in terms of the number registered is mathematics, and the second is in terms of diesel engines and other specialized training courses. But there is already beginning to develop an increasing demand for the other types of courses—courses in history and economics and geography as well as in language and literature. As the shift of emphasis comes increasingly, it will I think give us a definite direction to help answer your question factually. It is anticipated at least that there may be kept there at Madison the most complete record of educational interest that has ever been assembled, not that we must be guided wholly by the expressed interest, but certainly it will indicate something of what the barnacles may be, especially as men begin to think more and more in terms of post-war, and something, too, of what their major interests are in terms of that post-war life.

DEAN BUNN: Dr. Brown I have three questions; one along the line of Fred's question a moment ago. The others are diverse from

that, but while I am on my feet, if I may, I will ask all three of them, and you can answer any or all that you see fit.

I am wondering whether Dean Barker really means literally what he said that we do not need to worry about the future courses that we will need to plan. I am thinking now in terms of the more or less vulgar aspects of the educational program, because I came from that source, and that is the health program in the institutions, a part of which is the physical education program.

We realize now that we haven't done a very good job in the physical education program. Both the Navy and the Army have pointed out that fact to us. And as a result, we have now a very intensively organized program along the line of physical fitness. And the different services are going into it with all the vehemence that they can acquire, and the schools, down through the high schools and the grade schools, are being asked to introduce this, that, and the other thing in the way of physical education. We had just a little bit of that during the first war.

I am wondering if at the end of this war and in preparation for the next one—because I am a little more of a realist than to think that permanent peace will be coming at the end of this war—will we do to a certain extent what we did after the last war, and that is develop a tendency to minimize the value of physical fitness? Or will there be some definite planning, and should that be one of the things that is in this program that Fred is asking about? Should that be one of the things that is emphasized in our future educational program?—just to introduce one of the vulgar aspects of the academic program for the moment.

My next question is this: You have just recently, Dr. Brown, spoken a little further in connection with federal aid. Along the line of the post-war uncertainties that you mentioned the administration of the program, I am wondering if you would mind giving us your thinking, or the thinking of those who are working on this program, somewhat of the plans with respect to the national administration of this aid in the post-war program. And also whether or not it is a temporary plan, or whether there is in that somewhat of a permanent aspect in connection with education particularly in those areas that cannot afford the type of education that we would like to see for all of our people.

My third question has to do with the Armed Services Institute, and I am very much interested if you can give us a little more detail—we heard you on the coast some time ago and I got the information indirectly—with respect to this educational profile, exactly what is being done in that connection, and the general aspect of the courses and the plan for them for those who are overseas. I don't know whether you care to answer all three of them or not, but those are on my mind.

DR. BROWN: Perhaps Joe ought to answer the first one on the physical education side.

DR. BARKER: I didn't hear the first part of it, Frank. Go ahead.

DR. BROWN: It enters a highly controversial field between the Army and the Navy on their relationship to inter-collegiate athletics.

DEAN BUNN: I wasn't thinking in terms exactly of intercollegiate athletics, Doctor.

DR. BROWN: I know you were not. But certainly, in terms of concern for the physical stamina of our boys and girls in schools and colleges, I have the feeling that we may have learned through twice going to the candle, the importance of the physical body. At least I very earnestly hope we shall have learned such a lesson. I think there is a factor that will undoubtedly enter in to keep that lesson continually before us.

I don't know what the plans of the post-war world will be from the point of view of an Army of occupation. I don't know what they will be in terms of continuous universal military training. But unless I very much miss my guess, we shall have both as a continuance of the present war. Whether we do or not, certainly we will, I think, have a definite emphasis upon the need of physical stamina as a fundamental basis for our national welfare. I hope that will not mean a regimented program such that an individual can take out his watch and say "At this moment 187,000 eighth-graders are going through calisthenics". I don't think it will mean that. But I do think it will mean continuous and constructive carrying forward of a much more rigid and much more positive educational program, including medical care, than we have had at the present time. Now as I say, we didn't learn the first time we were burned, and we are paying a high price for that failure. I hope earnestly we will learn in the second trip to the candle.

You asked the question regarding federal aid. There are two elements of that, that I think ought to be borne in mind. One is the very definite planning that is now being carried on in regard to the utilization by the military, both Army and Navy, of their own training facilities for the post-war period in so far as they can be re-adapted to adjusting men to a peace economy and to peacetime employment. Some of those facilities are not so adaptable. There are Army camps especially that are located in inaccessible areas far removed from normal life to which certainly one would not want to assign men even for an educational rehabilitation program. On the other hand, one can go out to the Pier at Chicago and see there thousands of men being given now a training that will not only stand them in good stead when they return to civilian life, but that can very quickly be re-adapted to training men for civilian employment. And a good deal of the thinking is in terms of how long that training program will be retained, and how much of it can be readjusted to civilian employment. A very

considerable proportion of it, a larger percentage in the Navy than in the Army—and I would say the same thing if Dean Barker were not here—is subject to such readjustment.

Also there is the question as to the utilization by the armed forces of our educational institutions. How long will the Army and the Navy retain financial responsibility for these men and women who have served in the armed forces? Those plans are, of course, wholly in the planning stage.

From the point of view of the third phase of it, the federal aid to individual students carrying beyond the war, I have the feeling that whether or not this present program is in effect, that immediately upon the signing of the armistice there will be reestablished some comparable aid agency, perhaps a revived N. Y. A., perhaps something else, I don't know. But certainly all of the thinking at the present time recognizes that the problem must be one in which the federal agencies will play an important part.

The question as to how far that may mean administration is, I think, being pretty clearly indicated at the present time; namely, that so long as that aid is exclusively on the basis of aid to individual students, the matter of control rests where it belongs, in the hands of the individual institutions. One of the minor discussions is how far there should be set up a screening agency, a screening method, nationally administered, to select civilians for this kind of training, and a number of us have taken a very strong position on that matter in saying that there should not be set up for civilian training a national screening test.

Now it is a very different matter when you get into the armed forces, where the armed forces must select on the basis of the specific skills that they require. In terms of the civilian needs there must be wide freedom and our fear is that if a screening test is set up, on a national basis, conditional to this federal aid, like so many of the kinds of programs that are initiated in emergency, they are almost impossible of amputation. So that the hope is, at least, that any program of federal aid—and I should underscore this three times if necessary—will be exclusively on the basis of aid to students in which the individual institution shall have the right to select those in their judgment that are both able and worthy of such aid, and that to the individual student will be left the choice of the institution to which he will go, and under guidance from you men, the program in which he will engage.

Turning to the question of the Institute, that I can present strictly as a fact, rather than as a blueprint plan. About a year ago the Advisory Committee to the Armed Forces Institute, which is a group of us who are civilians, recognizing this problem as it had been recognized by a good many other groups, raised the question as to

what was an alternative plan for the kind of blanket credit that was given largely on a competitive basis at the end of the last war. It seemed perfectly reasonable to say that certainly some small amount of credit at least ought to be given to men and women who have interrupted their normal life to serve the armed forces. But that that ought to be kept very definitely at a minimum and ought to be used only as a substitute for what might be thought of as comparable credit in a normal program—that is, for physical education, perhaps for free electives, perhaps for military credit as in the old R. O. T. C. But that over and beyond that, any granting of credit should be on the basis of what values has the man actually achieved while in the armed forces?

And as I have indicated to you only by parenthetical emphasis, the armed forces are, independently of the new Army and Navy college training program, carrying forward the most stupendous educational program ever developed, not in the Armed Forces Institute alone, which is only a part of it, but 50 per cent of all men and women in the armed forces are in specialized training schools, anywhere from four weeks to 12 months. Certainly that kind of education should be recognized by schools and colleges when the men return, but only in terms of the extent to which men have profited by it.

Recognizing this fact, the comprehensive system of examinations to which I have referred has been established through the work of Dr. Tyler at the University of Chicago and Dr. Linnquist at the University of Iowa. It will consist of three kinds of examinations. First will be an over-all classification type of examination, or general information examination, which will seek to establish the man's general educational level. Those tests on an experimental basis are now being given in 100 colleges and universities to approximately 1,000 men and women, mostly men, in order that there may be established a norm for the test on the basis of, as nearly as possible, an unselected college population. It was necessary to rush that through before the men in the reserve corps were called to active duty in order that the group might be as totally unselected as possible. Those tests will be available to your own institution to give, if you wish to your own students, so that you yourselves can say "Our students who have this score are approximately upper sophomore level," even though that may not be the level on the national norms that will also be published with it.

The second type of examination is that which deals with subject matter areas, so that you can say the man has this level in mathematics, this level in the physical sciences, and this level in his ability to use the English language effectively—breaking down this general level of classification to assist the institution in terms of the specific assignment of the man to course levels.

And the third will be in the terms of the specific specialist training courses that the man has had while in military service. The

Institute is cooperating with the Air Corps, to use just one illustration, and is preparing now, and using the men who are now taking the course as the basis for determination of norms, a battery of examinations, so that when a man comes to you in your institution and says "I attended a school of meteorology for eight months," you will not take that and determine on a mathematical basis six days a week in classes for eight months is so many clock hours and equals so much credit, but will be able also to bring to you the results of the examination which will show what level he achieved within that specific specialist training field.

Beyond that, the Armed Forces Institute will not go. It is not going to say to you, "This course is worth so much credit". It is not going to say to you, "On the basis of this general educational level, this man who left your institution as a freshman should be reclassified in your institution, as an upper junior." That is your decision, and must remain the decision of each individual institution and I cannot underscore that too much. What it will seek to do is to give you the results of these three tests, plus a complete record of what specialist courses the man has had and a copy, at least, of his general Army or Navy record.

There are some difficulties that must be ironed out in the meantime, because this will be a tremendous coordinating job, but at least those are the present plans. And factually, to date, the examinations are being, and in some instances have already been, prepared. As I have indicated, the regional associations have approved the procedure, and a very considerable proportion of the colleges and universities have already accepted it. So that the Institute should provide, as this little pamphlet that I suppose most of you have seen is, as its title indicates, a sound basis for educational credit for military experience. If you haven't this pamphlet, if you will let me know, I will be very glad to send you as many copies as you want. We have 50,000 of them for distribution.

Does that answer all three questions?

DEAN BUNN: Yes.

DEAN DuSHANE: This is not a question, but a statement of pragmatic faith. It seems to me that most of these questions we have raised this morning of great importance are going to be dependent on variables, a number of variables, some of them under our control and some of them under the control of others. The length that the war lasts, the prosecution of the war, is one factor. The extent to which we are successful in educating our communities and our people, and the extent to which that education can be reflected in Congress is a second variable. A third variable is the inertia of our own faculty members, who may be inclined to reconstruct the pre-war curriculum just as a friend of mine at Columbia, who spilled his cafeteria tray in his lap, started reconstructing his meal—pork chops,

peas, potatoes, ice cream, and pie—neglecting the opportunity which heaven had given him to improve upon his choice the second time. (Laughter)

And in view of these factors, it seems to me that it is imperative that all of us, and not only the deans but all Americans, realize that the nature of the post-war world is a skeletal structure. The conditioning factors which limit our freedom of choice after the war is over are being framed by us now by what we do and by what we do not do, and by that we should do today, but are inclined sometimes to put off until next month or next year.

DR. BROWN: There was no question implied at all in that, that I could see, but there is one point I do want to make which I think you will see coming increasingly to the fore simply by the reading of the newspapers, and that is that the tenor of Congress—whether it will be the same in the post-war period, I do not know—is certainly increasingly insistent that they will play a very important role in the post-war period. Any attempt at post-war planning that ignores Congress today is planning absolutely contrary to present trends, and what I am sure will be contrary to fact when such constructive planning must be absolutely necessary. Your emphasis upon the uncertainties of Congress is a very important phase right at the present time, and I myself would like to see some very active move made on the part of education to bring into its consultation at least the Chairman of the Senate Post-War Committee, and Voorhies of the House. Unless education does bring them into its counsels, we may pay a pretty high price afterwards.

DEAN MANCHESTER: Your statement relative to Congress brings up this possible question: We are constantly talking here this morning, and have been, on the assumption that funds will always be available and that the attitude of those who provide funds will always be in our favor. Now during the war we are spending very much more than we earn, very willingly. We want to do it, and we will do it. Now after the war, the source of taxes certainly will be different, and unless Congress or the places from which we may hope to get aid, financial aid, are in our favor, these great programs could not possibly be carried out.

Now if we have a great program of social security plus a great program in education, certainly the Congress must approve all that and be in favor of paying the bill. And in this planning, are we looking ahead to what the temper of Congress may be, how the public will react toward spending money in these various ways, I am just throwing that in as a question, whether or not that is a part of the planning program.

DR. BROWN: Yes, very definitely so, and I think you have touched upon a very vital point; namely, to raise the question as to what will be the tenor of Congress for the post-war. At the present time

two forces are at work making for a sense of unity and of united effort. One is patriotism and the other is the public good. In the post-war period, patriotism will drop out, and it will be a very drab kind of thing, this planning in a world that has been suddenly, as Joe suggested earlier, released of its emotional tensions. But I think that Dean Barker, in a very realistic way, answered part of your question, in which he said that part of our problem, yours and mine, is that of moulding public opinion, of keeping it alert to the importance of the total social security planning in which education is only a part. And unless we can do that, the opportunity for doing the kind of job that must be done will very likely be lost. And then I suggested a moment ago that another way of doing it is to keep Congress informed of those plans and a participant in the planning. One of the errors, perhaps, if I may say so, totally off the record—(Remarks off the record)

Unless we can keep the Congress being a participant in the planning, we shall start with a negative attitude that may very likely kill any constructive legislation. One of the failures perhaps, one of the reasons for failure in getting anything like constructive action to meet civilian war needs from the point of view of education, has been again that that planning has been done totally independent of the Congress; and if we are to recognize the increasing insistence by Congress—and you noticed in the morning paper they insist they will have a representative at the Food Conference, as a Congressional group—if we are to keep them in the attitude of mind of taking action, they must be kept participants. Now whether that carries down into the states for your state legislatures, I do not know, but certainly from the point of view of the national Congress that is absolutely necessary, and yet to the present time nothing has been done, even to keep them informed of potential plans for education.

... Dean Julian assumed the Chair ...

CHAIRMAN JULIAN: Are there any more questions?

DEAN CLARK: I would like to have my remarks off the record.

... Remarks off the record by Dean Clark ...

CHAIRMAN JULIAN: Anyone else have anything to add on this topic?

DEAN MOSELEY: I wonder if you would care to comment on a question that hasn't been asked. What about federal direction of educational policies for higher education? If the government is going to put up some money, what is the thinking in Washington about control?

... President Park assumed the Chair ...

DR. BROWN: It is a very good question; one that is, however,

very difficult to answer because there are a number of uncertainties in the picture. One uncertainty is very definitely whether or not the War Manpower Commission will continue in the post-war period, with the authority even though it has not exercised it of being the coordinating agency for the determination of educational as well as other manpower policies. If it is only a war agency, then one can expect that that will go out of existence in the post-war period. A second uncertainty is the role that the Office of Education will play in the field of higher education. Thus far I think it is a fair statement to say that it has been largely in that area a fact-finding and fact-distributing agency rather than to any considerable degree a policy-determining agency. A third uncertainty is whether or not some new national agency will be set up in order not only to distribute funds but also to give such guidance and direction in this over-all problem as will be necessary, such an agency to include representation from the armed forces, since they will play this initial important role, and representatives of civilian and other governmental agencies in addition to the armed forces.

Now I am not able to look very deep into the crystal bowl and see which of those three uncertainties will emerge. I can, however, say pretty definitely this: that there will very likely be set up some over-all agency dealing with the problem of education either within and through the Office of Education or through a reconditioned Manpower Commission; that the actual administration of the program, however, aside from the setting up of this over-all financial assistance plan, will I think be left still in the hands of the colleges and universities themselves. There is a very strong feeling on the part of the majority of those who represent at least higher education that the local autonomy that has characterized higher education has been one of the major factors that has made it possible for higher education to make contributions in the wide range of areas which it has served during all its history of the past, and that that local autonomy must not be lost.

So to answer you, then, in a sentence, it would now appear, at least from present thinking—and let's definitely qualify it with that—that some over-all agency will be established for the administration of aid, but that there will be the very minimum of control; the individual student will have the opportunity of selection of his institution, and the institution the privilege of carrying forward its own program under such guidance as it chooses to accept. I hope at least that that will be reality rather than merely the gazing into a crystal bowl.

PRESIDENT PARK: We are faced with a question as to whether you would like to recess for five or ten minutes and then come back. We have our picture schedule at 12 o'clock. It is just a question of whether you would like to take that ten minutes and stay here, or

just take the time off now and be back at 12. What is your wish? How many would like to take a ten-minute recess? Will you raise your hands? How many would prefer the other? It looks like it is pretty evenly divided. I think I will be arbitrary and say that we will adjourn now. We would like you to be here at 12 for the convention picture.

. . . The meeting adjourned at eleven-twenty-five o'clock. . . .

FRIDAY AFTERNOON SESSION

April 2, 1943

The meeting convened at two-five o'clock, President Park presiding.

PRESIDENT PARK: The Convention will be in order. As a study of your program would indicate, we are to have an unusual afternoon. The first speaker is to represent the national headquarters of Selective Service, Lieutenant Commander Patrick H. Winston, who will make some statement relative to the present situation of the Selective Service System, and you will then have an opportunity to raise questions for the Commander. And we will go from there with succeeding speakers, Dr. Barker and Colonel Gregory.

Now I notice that there is at least one representative of the press present. In my experience with the Columbus press, and I say this for the speakers' benefit, if you indicate that any of your remarks are to be off the record, that is the way they will be. I think I may take it on myself to take the responsibility that that is the way the Columbus press has always operated up to this time, and they will continue to do the same today.

It is with a great deal of pleasure that I present to you Lieutenant Commander Patrick H. Winston, Assistant Executive of the national headquarters, Selective Service. Commander Winston. (Applause)

LIEUTENANT COMMANDER PATRICK H. WINSTON: Dean Park and Gentlemen: Any consideration of the colleges and the Selective Service System, and for that matter of any civilian activity and the Selective Service System, must take into consideration the primary and impelling obligation of Selective Service to provide men for the armed forces of the kind, at the time, and at the place required.

I believe that to have been the intention of Congress when the Selective Service System was formed, and I believe that it is now our primary obligation. We have, however, a reciprocal obligation, and that is, if not to select men, at least to defer men who may be necessary to carry on the civilian activities of this country—both those civilian activities which are in war production and in support of the war effort, and those activities which are necessary for the public health, welfare, and interest.

It is possible that a country of our size and with our population, with the educated ingenuity and with the natural resources, could find itself engaged in a war that had so disturbed international economy that we would be called upon to do more than is possible. It might be that acting as the arsenal of democracy, feeding the peoples of

the world, and furnishing the war with men, even a country as great as ours might find its abilities exhausted.

(We have to assume,—I think we must if we are going to fight this war—that we do have the resources in manpower and in materials and the ingenuity to meet the demands of war. Probably our difficulty is not the shortage of manpower but the fact that the manpower is not being properly employed by reason of inadequate housing, transportation, training, college education, and many other factors. It is possible that those who should be at a certain place at a certain time are not there. We must, however, if we are to continue to the victorious conclusion of the war, assume that we have the resources and proceed to so utilize those resources that we can ultimately claim victory.

I don't wish to indicate to you that our manpower problem is extremely critical, but I can say that it is very difficult. The attitude that we who are engaged primarily in the prosecution of war must take is not one of selfishness, but a recognition that we serve a jealous mistress, and that our primary interest at the present time is to employ the facilities available to us for the purpose of attaining victory. Many of the other things which we realize are important and significant, or which are of convenience, we discard from our thinking, not that you gentlemen might not consider them of importance now or hereafter, or that you should discard them from your thinking, but we discard them from our thinking and proceed to use every facility available toward this end which we must at all times bear in view.

At the risk of being impudent, I might say that we consider the colleges as one of those facilities at our disposal. We primarily are interested in the colleges as a facility by which we can win the war. There is no question but what we must plan for after this war. There is no question but what we should maintain our educational institutions. We have, as Selective Service, no particular problem of post-war planning. It is our duty to do all we can to be sure that while you are planning for post-war problems, we give you post-war problems growing out of victory and not out of defeat.

In saying that we look upon the universities and colleges as a facility, we mean that so far as we are concerned, our interest in those colleges at the present time is in their ability to produce the men of war. Those are men in the armed forces or men in civilian production. They are men who maintain our civilian welfare. We believe that the universities should continue with the education of those who are not needed in war. But those who are needed in war, and with respect to which are going to call upon the armed forces to share men with the colleges, must be shared with the colleges only for the purpose of obtaining our ultimate objective.

We have at the present time four policies with regard to the de-

ferment of students. The first is our basic policy which has grown from studies of some seven or eight years ago. A man may be deferred in training and preparation to engage in agriculture, industry, or government, if he meets the test of a necessary man. We therefore have left it with our local boards to determine when a man in college is or is not a necessary man, and whether he is training and preparing in a subject which is essential. That basic policy permits local boards to defer anybody whom they find to be a necessary man in training and preparation. We cannot, however, leave our local boards without some guidance and without some information gained at a national or local level, and so we have drawn upon the other governmental agencies and upon civilian organizations to inform us who in our colleges among the student bodies need be deferred for the purpose of at all times pointing to our ultimate objective, a victorious conclusion of the war.

We have provided a second principle of deferment, applying to chemists, physicists, and engineers. That policy today is that an individual may be deferred in training and preparation if he is engaged in engineering, physics, chemistry, and a few other special sciences, provided it is certified by his school that he is a student in good standing and that if he continues his progress, he will graduate by July 1, 1945.

A second policy is applicable to the healing arts—the doctors, dentists, veterinarians, osteopaths, theologists. I speak of the healing arts because I presume that the professions are mostly grown out of the material or spiritual ailments of the individual. We provide that we may defer in pre-medical—and this applies equally to pretheological, pre-dental, pre-veterinary—we may defer in pre-medical the student who is certified by his institution to be a student in good standing, and that if he continues his progress he will complete his pre-medical work within a period of 24 months from July 1, 1943, and if, in addition, he has been unqualifiedly accepted for admission into a medical school. We then proceed to provide that he may be deferred when he is in a medical school if he is a student in good standing and gives promise of successful completion of his course and the attaining of the skill required for a practicing doctor.

In addition, we provide that he may be deferred as an interne when he is in an institution in which a regular internship is given, but not for a period of internship beyond one year. We also provide that when a person has been deferred for the completion of a course, that it is only logical that he should be permitted, after he has attained graduation to have an opportunity to use that skill in an essential activity, so we have established a principle of deferring such man for 60 days after his graduation in order that he may become engaged, if it is a doctor, in the practice of medicine, either in the armed forces or in civilian activity essential to the war effort or to the health, wel-

fare, and interest of the public. He must, during that 60 day period of time, diligently pursue himself toward becoming engaged.

We have a fourth principle and that is with regard to the schools of optometry, forestry, agriculture, and pharmacy, and we provide that such students may be deferred if they have completed one-half of their course; and then we have tried to further explain it by saying that when they have completed one-half of their course it means that they have the same time remaining for the completion of their course as they have completed in academic studies up to the time of such deferment.

Our policy with respect to pharmacists, optometrists, and foresters, and agriculturalists is a temporary policy. It expires on July 1, and it was established by reason of the fact that sufficient information was not available on a national basis to determine whether we should establish a going policy for deferment of such students. It is hoped by July 1 that it will be determined whether a regular policy for deferment of pharmacists, optometrists, agriculturalists, and foresters should be adopted.

The other policies, with the exception of the basic policy first mentioned, are also of more or less an interim nature, because they all provide that it must be certified that the student will graduate or complete his work by July 1, 1945. Since we have used that arbitrary date, it naturally appears that as we pass July 1, 1943, the time will become shorter. Undoubtedly on July 1, 1943 it will be necessary for us to adopt a policy which may be a continuing policy, if it is found to be correct, throughout the remainder of the war.

I am not going to be too specific about those activities in which a person must be engaged as a student in preparation. They are listed in our bulletins and they are, of course, subject to change as national information or experience may indicate that a deferment policy need not be continued. We have deleted but recently—and I would expect to be probably asked something about it—we have deleted the economist, the statistician, the accountant, the psychologist, the personnel administrator, the industrial manager, and the industrial engineer, from the list of what we call scientific and specialized personnel that may be considered for deferment under the second policy of which I spoke. We have deleted them mainly, because the difficulty of their identification, and secondly because of the lack of assurance of their contribution, to our final objective.

I told you what our policy now is. I am prepared to defend that policy. The volume of mail that we receive, the criticism that we receive, indicates that not everybody is in complete agreement with us; of course we would much prefer that they be, but I can assure you now that that policy is the policy of our headquarters, until better judgment, through the War Manpower Commission and the facilities of government available to us, or through civilian organiza-

tions, indicates that we should alter the policy in some manner. We think the policy is pointed exactly in the direction in which it should go, and that we are maintaining at all times in view that final objective, and we are at the same time saying that we cannot leave in colleges men who are needed in the armed forces.

The requirements of the armed forces, which I cannot reveal to you, are immense as compared to what they were in the last war, and they are so great that I think we may look at the figures as indicated by statements of General Hershey that about the end of this year virtually every man is going to be in the armed forces who is physically fit, between the ages of 18 and 38, without regard for occupation and without regard for dependency. The exceptions to that may be a million and a half or so, but generally it may be said that every physically fit man between 18 and 38 will be in the armed forces by or shortly after the first of 1944.

In order to meet the obligation for furnishing those people to the armed forces, in order that they may have the privilege of fighting and dying for their country, we cannot maintain a lax and lenient deferment policy, and we must adhere rigidly to the deferment only of those who are necessary to assure our victory. I think that that policy will be maintained, and I will attempt to defend it if necessary.

I think that is all, Mr. Park. Thank you. (Applause)

PRESIDENT PARK: Certainly the Commander has raised some questions for you. He has indicated that he expects to go immediately on the defense, having been on the offense up to this point. Who has the first question to raise?

Let me raise one, while you are thinking of a better one. I was interested particularly in the reference to industrial engineers having been removed from the deferred list. I think it is pretty generally understood that throughout the colleges of the country, departments are not always covering the same sort of work. In other words, a department doing a particular type of work in one institution may carry a different name than in another. And take Institution A, which has industrial engineering under mechanical engineering—that is, men trained as industrial engineers receive a mechanical engineering degree. Such men think of themselves as industrial engineers, but if they are represented to their local boards as industrial engineers they are not now eligible for deferment.

What is your thought about that? Should the institutions put a man under mechanical engineering because it believes that is the type of work he is preparing for, though he carries the title industrial engineer?

LT. COM. WINSTON: You used the term "juggling," and I think "juggling" is probably the right term. If the man is taking mechanical engineering and he may think of himself as an industrial engineer,

he may do so for purposes of going into business, or he may do so as a matter of vanity. But I think probably that you had better call him a mechanical engineer if you want him deferred, and not call him an industrial engineer. (Laughter)

I don't know that we can defend every one of these points with regard to the courses which an individual takes. We have rather felt that the industrial engineer, to the greatest extent at least, takes mechanical engineering, most of his subjects, are common to the regular engineering courses that may fall under one of our more readily recognized as mechanical, electrical or civil. In any event, because of the fact that he may in his senior year take 5 or 10 or even 15 hours, which more or less as a senior year elective points him toward industrial engineering or toward agricultural engineering, I don't think I would let my pride in either agriculture or industry interfere with the possibility of my deferment, and I would be perfectly satisfied to be called a mechanical engineer if that is what I had taken primarily in college.

I say that not facetiously or not without believing that you should use the word "juggling." I say it because of the fact that if the man is trained as mechanical engineer and he is educated so he can perform that function, then he is a man that we need when he completes his course; he should be deferred. We have merely said that we are not going to defer men who are themselves considered as industrial engineers. I think you realize that out in practice there are some people who call themselves industrial engineers who may lack slightly the qualifications which we are looking for in the deferment for the purposes of carrying on the war effort.

I feel a little like the General one time when, in 1940, we had a conference in San Francisco. I thought I was pretty smart on Selective Service then—I had been in it almost a year. So I propounded an entirely new principle of selective service, and everybody being a little hesitant to answer, General Hershey was called upon; he was then Major Hershey. He was called upon and he talked for quite a while, and finally he turned around to me and said, "If I have answered your question, I am sorry; I didn't intend to." (Laughter)

DEAN BUNN: Commander Winston, I have two questions. I would like to ask both of them while I am on my feet, and then I am through. First, with respect to those who finish their course by July 1, 1945. The pre-medical students, in the accelerated program, may complete all requirements for admission to the medical schools, even though they may not be admitted until later on, because we have about 12,000 applications a year and only about 6,000 can be accommodated. That may be expanded, of course, now. They may complete, by starting in this summer quarter or summer term, all of those requirements by July 1, 1945; whereas, in the case of engineers, the statement is such that a student beginning his training this sum-

mer term would, of course, not begin to finish his course of study by July 1, 1945.

Now my question is this: Is the reason for that difference between those two groups indicative of the fact that there is a greater need for doctors than there is for engineers, so that in one case a student gets only a part of his training and is assured of going on, whereas in the other case, simply because he doesn't go through to completion of his degree, which is normally a 12-term, 12-quarter course, it is not possible for him to be considered for deferment. That is my first question.

The next has to do with the accelerated program requirement. These students, particularly the pre-medical student that I have just mentioned, is not eligible, for instance, for the student war loans, because he will not finish his work within 24 months from July 1 for a degree. Consequently he isn't eligible to any financial assistance. Also, students who are now being deferred because of their occupational training, engineers well on their way, they may not be in a position to finish their course of training in time to benefit by some of the loan funds.

Is it necessary for those students to continue in the accelerated program, or may they get experience with engineering firms during the summer to help along with their finances so that they can return and continue their course of study?

LT. COL. WINSTON: Your first question is pointed to the distinction between the pre-medical student who can enter now, let us say, and finish within 24 months or by July 1, 1945, and the engineering student who, entering now, could not finish within that period of time. That was not intended to express any preference or distinction between either of them or to indicate that one was more or less important than the other. It was done primarily for the purposes of uniformity, in order that we could provide our local boards with a uniform rule with regard to the deferment of undergraduate students; and the distinction, if any arises, comes not from our policy but comes from the curriculum and the period of study provided by the institutions.

Now we, of course, if some hardship was being worked on one or the other, could adjust ourselves. That is one thing we can say about Washington, D. C., is that we can change rapidly—not only can but do. (Laughter)

My grandfather came from North Carolina. I think he was the only Republican in North Carolina, and was appointed by President Arthur to the Land Office out at Lewiston, Idaho. Lewiston, as some of you may know, is located down at the confluence of the Snake and Clearwater Rivers, and way down in a valley. In order to approach it, you have to come down the Lewiston hill.

In those days you had to get all the passengers and mail and news by stagecoach. It seems that Cleveland was running against Arthur, and my grandfather, having been appointed by a Republican, was a little concerned about the outcome of the election. So he carefully prepared and surreptitiously had signed about the community, some petitions stating that he was an outstanding and devoted Democrat, and then he held those petitions and made arrangements with the coach driver that on the day after the election, when he came over the hill, if Cleveland had defeated Arthur, the coach was to stop momentarily at the top of the hill, but if Arthur had been reelected, that the coach was to drive on through.

On that day the coach stopped at the top of the hill, indicating that Cleveland had been elected, and my grandfather carefully took the petitions over to the Democratic representative in the area there and showed him how good a Democrat he had been. And half an hour later when this coach came in and the news was announced that Cleveland had been elected and had defeated Arthur, this fellow looked rather suspiciously at my grandfather and said, "Colonel, how does it happen that you were appointed by a Republican President, but just at the moment when a Democrat has been elected, you become a life-long Democrat?" And my grandfather replied, "By God, Sir, never let it be said that this government can change its politics any faster than I can." (Laughter)

On your second question, I am a little fearful about the summer work of a student. In pursuing our policy religiously and I may say rigidly to our objective, which is that if we need engineers, chemists, and physicists to win this war, we need them during the war, and if that is our purpose of deferment primarily, we want them to get their education and become fitted for doing the thing that they are appointed to do as rapidly as possible. We realize that this discriminates against the individual who can't obtain assistance and who must provide for his own education by work in the summer time. Without regard to that, we do not now feel that we can defer a person except under the policy that we have announced, and that he must be a fulltime student in good standing, and he must go right on through his course, because it is the end product that we are interested in. And if we are called upon to defer people as chemists and physicists—of which we have been told that there was a critical shortage; if there is that shortage and they are that important, then we must produce them as well and as rapidly as we can. I am sorry that at the present time we cannot tell you that we will defer a student while he stays out during the summer vacation and works, if he is in a position to go to school during that summer period. If he is not in a position to go to school because the courses are not given, he would not be required to go to another part of the country. He could then wait until the opening of school in the fall. But if

they have the accelerated program, we would require him to continue school.

DEAN GOODNIGHT: Aren't you automatically precluding pre-medical students from deferment by the requirement that a standard medical school must give assurance two years in advance that they will be unqualifiedly admitted to medical school? The dean of the medical school of Wisconsin assures me that no standard medical college will give that assurance.

LT. COM. WINSTON: I can tell you that regarding the question you have just asked, there was only a bare possibility that nobody would ask it. (Laughter) It is a difficult question. We have said "unqualified acceptance". The person must complete his pre-medical work within a period of 24 months from July 1, 1943, which can be certified by his pre-medical school, and he must be unqualifiedly accepted for admission to the medical school. If he fails to be a student in good standing, then his certificate would be withdrawn by the pre-medical school and he would be inducted into the armed forces. In that case the medical school would be relieved of its unqualified acceptance. If he completed his pre-medical work and refused to go to medical school, we would induct him into the Army, and the medical school would be relieved of their unqualified acceptance.

There are two things the medical schools don't like, and one of them is the unqualified nature of the acceptance. The other one is that they don't want to go back that far. Now they don't have to go back that far. They can wait until he is within six months of graduation, if they want to wait that long to accept him. He may become a casualty of war and may be inducted before he reaches the middle of his last year in pre-medical school. The medical schools can go back as far as they feel that they can judge the ability of that individual and they want to accept him.

On the other point of unqualified acceptance, if we provided anything but unqualified acceptance we would have what we have had in the past—the tentative or provisional acceptance of far more students than the medical school can take. Their capacity is limited. I am going to tell you something about Ohio, now, having been here only once before in my life. I received some figures today to the effect that the capacity, let us say, of medical schools in the state of Ohio was around some 255 entering medical school in any one class, and that the capacity could be filled up entirely from the City of Cleveland alone.

We have to combat in some method the deferment of 3, 4, 5, or 6, whatever it may be, times as many students in their freshman year of pre-medical school than will ever be acceptable in the medical school, and with the needs of men as they are now, we cannot possibly justify the deferment of six men for a period of a year or a year

and a half, when we know that at the end of that time only one of those is going to be accepted, and the armed forces have lost the services of the other men for a year and a half.

That doesn't answer your question, and I know it is not satisfactory, but at the present time our principle is as I announced it—that they must be certified by the pre-medical school, to graduate within 24 months from July 1, 1943; and they must be unqualifiedly accepted. As long as that is our principle, the school that does not unqualifiedly accept them before they get inducted may find itself without students. We may have to change our policy, but that is it at the present time.

SECRETARY TURNER: Commander, you will have to make a revision on that some time in the future, because there is not a medical school in the country that I know of now that hasn't reduced its entrance requirements to two years. Two years is the maximum on all of them. They have all cut it to two years, and they can all finish it in less than that. In other words, your boy coming out of high school can get through his pre-medical work in about 23 months instead of 24. You are up against that right now, because the medical schools have all dropped the four-year requirement. They are all down to the two-year requirement, and the two-year requirement can now be finished in the average school on the accelerated program—they can do it in our place, well about two years in about 17 months.

LT. COL. WINSTON: I think somebody has been trying to put the reverse English on this 24 months business. If a student graduates from high school and enters premedical school now and he will complete his course in 23 months, the pre-medical school can certify, if they want to, if they think that they can, the day he enters school that he is a student in good standing and that if he continues his progress he will complete within a period of 24 months. Now that satisfies the requirement of that pre-medical school. If they don't feel that on one day's contact with that student that they can make such a certificate, they can wait until he has been in school for a month or two months or three months, when they know that they can certify that he is a student in good standing, and that will provide for one certificate.

The medical school can make its unqualified acceptance at any time that it wants to, and it can wait the whole 24 months if it wants to and not accept him until he has graduated from his pre-medical work, or it may go back to the day that he enters pre-medical school, which of course is not reasonable for medical schools to do. They will not accept a student until he has demonstrated to some extent that he should be acceptable to them. But we have given them the opportunity to come back two years, and they may accept and may certify any time during that two-year period. We do not require them to go back to the day he enters pre-medical school, but we say they may go back for 24 months. Medical schools would not need to accept

anybody unless they wanted to until they had graduated from pre-medical school. We realize the casualties that would occur in the interim by induction. And your statement may still be correct that we will have to revise our policy. I think our policy is workable and I think that it is probably very severe, but I think that the circumstances have required some rather severe action.

DEAN FAYETTE COPELAND: (University of Oklahoma): Our discussion thus far has dealt with the status of the student. What would be the status of the young instructor who is desperately needed to teach these students physics and chemistry and mathematics?

LT. COM. WINSTON: I get into another occupational bulletin on that, and there is a provision made for the instructor. You mentioned physics. You are talking about college level work, I presume?

DEAN COPELAND: Yes.

LT. COM. WINSTON: Here are junior colleges, colleges, universities and professional schools, educational and scientific research agencies: "Presidents, deans, and registrars in junior colleges, colleges, universities and professional schools; professors and instructors engaged in full-time instruction and research in one or more of the following subjects; and graduate assistants engaged in part-time classroom or laboratory instruction in one or more of the following subjects for not less than 12 hours per week or scientific research certified as related to the war effort: Agricultural Sciences, Architecture, Naval, Astronomy, Bacteriology, Biology, Chemistry, Dentistry, Engineering Sciences, Geology, Industrial Management, Mathematics, Medicine and Surgery, Metallurgy, Meteorology, Navigation, Aerial and Marine, Oceanography, Pharmacy, Physics, Physiology, Veterinary Sciences."

PRESIDENT PARK: I am sure you would want me to thank Commander Winston for a very clear presentation of a very involved question. Patrick H. Winston—I haven't inquired, but I suspect that the middle name is Henry. He has done a good job for us and we want to thank him for it.

At the conclusion of the third of these addresses, we will have a panel, and we will put all three of the speakers up here on the platform and invite you to direct questions to any one of the three. So if you have an unanswered question, you will still have a chance to ask it.

Now may I present to you Dr. J. W. Barker, Special Assistant to the Secretary of the Navy, Dean of the College of Engineering of Columbia University. Dr. Barker has had a distinguished career in education. He represents one of the finest contributions the American colleges have made to the war effort. Overseas for a long time in the last war, coming back and being a Major I believe in the United States Army, it is rather odd to find him now in the Navy. However,

I assume that his allegiance is not divided, and whatever honors the Navy should prefer as Special Assistant to the Secretary—rifles, drums, or whatever it may be—I would like to present Dr. J. W. Barker, our good friend and a source of fine help to the colleges of the country. Dr. Barker. (Applause)

DR. J. W. BARKER: Mr. Chairman and Gentlemen: I remember with a great deal of pleasure the last meeting of this group of deans of men at Urbana, Illinois, when General Hilldring and I had the privilege of sitting together on the platform and telling you something about the plans of the Army and Navy as they then were, and answering the flocks of questions which you fired at us.

In the interim, several things have happened. The one which most directly affects the Navy's relationship with the colleges is the dropping of the selective service age to 18. I would like to go back just a little bit, though, to lay somewhat of a foundation for what I am going to say, by asking you first of all to remember that every department aboard a modern ship of war is crammed full of the most complicated mechanical and electrical gadgets that our naval officers and the research men of our institutions have been able to devise. Regardless of whether the officer is assigned to navigation, to gunnery, to communications, or to the engine room department, every naval officer is an operating engineer, and his procurement and his training must be planned with that requirement constantly in view.

Fortunately for the Navy in one sense, and unfortunately in another sense, there are just so many building ways in the shipyards of the United States. And each type of warship takes a very definite length of time for construction and commissioning between the date her keel is laid down and the date she can go into the operating fleet. Therefore, our Bureau of Naval Personnel, which by law is charged with the procurement and training of all naval personnel, can have before it a very well established schedule of delivery. Construction has been and will be speeded up, but there are still definite limits to that speed-up. With a very considerable degree of precision we know just how many men of each rating, of each specialty, of each rank of commission grade and of each type of training we must have ready, say on the 15th of June of 1946 to commission a cruiser whose keel will not yet be laid for some 18 months.

This possibility of precise scheduling of our needs for technically trained personnel gives us many advantages in laying out our procurement and training program. Of course, we always have with us the specter of battle casualties, but again when a ship is lost in action the entire crew is not lost, which in our replacement schedule helps to care at least partly for the personnel battle casualties when the ship comes through. With these delivery schedules in mind, we have worked backward through the necessary training period for each type of personnel required, to obtain the date on which certain men with

certain aptitudes must be procured. If in the balance of this talk I direct my thinking in the opposite direction, you will understand, however, that it is predicated on computing backward from the date of commissioning.

Similarly, to obtain the type of training which these technical personnel must have, we have taken the particular billets aboard ship, and at our shore stations, and job-analyzed them. Just what skills must an ensign possess to carry on efficiently as say a junior engineering watch officer on a destroyer escort vessel? We have broken that down, and this analysis determines the type and the length of specialized training we must provide for him. This decision then clearly indicates what type of fundamental and specialized education he must receive to permit him to undertake his advanced specialized training. And finally we come out with how long will it take to give him this educational background, and this determines the procurement date.

We now combine the fleet and the shore establishment commands. We have a procurement schedule, and from the job analyses we have a training program. Naturally there have been compromises, but fundamentally that is the basis for the Navy's plan of procurement, education, training, and assignment. And upon this plan has now been built the V-12 plan which goes into operation on July 1, 1943, and replaces the previous V-1, V-5, and V-7 programs. When I last talked with you, I was talking about the V-1, V-5, and V-7 programs. But the selective service age at that time was 20, and it has now been dropped to 18, and in order for the Navy to procure the necessary number of men of each specialized type and carry them through by the dates on which the ships will be ready, we must set up our program now at the time at which the man enters college.

The studies of these necessary curricula indicated that the existing colleges and technical schools could be used for this educational training. Just this morning there were held throughout the United States, in every high and preparatory school and in many of your colleges, special examinations conducted jointly by the armed forces. Each examinee had been recommended by his principal or college official as standing high in his class, being of excellent character and health, and as desiring to have his name considered for either the Army or Navy programs. For the Navy at least, based upon the score made in this examination, the highest standing boys desiring the Navy will be ordered before selection boards composed of one naval officer, one civilian educator, and one public member, meeting in every large locale in the country.

Here the candidate's aptitude for naval service, his potential capacity for leadership, his reputation in the community, his physical standard, will be evaluated, together with his score on the examination. Up to a national quota of approximately 30,000 per annum, subdivided regionally into area quotas, the very best students will be selected. If between 17 and 18, they will be enlisted directly. If between 18

and 20, they will be given certificates of acceptance for V-12, to be used with their local selective service boards when they are told to volunteer for induction.

To secure approximately an even flow of V-12 men through the plan, and to utilize the college facilities to the maximum, a similar test and selection procedure will take place late in '43 and again in the spring of '44. The annual quota will be divided between these groups. Those who are to start their V-12 plan this summer, and those V-1, V-5, and V-7 men presently enrolled as reservists in the colleges, will be called to active duty about July 1, 1943. Each successful candidate, at the time of the selection procedure, will have indicated his first, his second, and third choice, or more if he cares to, of colleges on the Navy allocated list, and these preferences will be respected in so far as possible within geographical limits and student availability within the area. No guarantees, however, can be made that a candidate's request for a particular given institution will be granted. The orders to active duty will specify the school and the date of reporting.

From the date of reporting for active duty, the candidate will be an apprentice seaman in the Navy, with pay, uniforms, berthing, messing, tuition, books, and so forth, supplied by the Navy through the contracting colleges. There will be a naval officer at each such college who will be the liaison between the college and our Bureau of Naval Personnel, and also will be the commanding officer for all naval activities. There will be only one such naval commandant at each college, regardless of how many different types of naval contract you may have.

The faculty and the administration of the college will be fully and completely responsible for the educational activities. Students may indicate a preliminary choice of the branch of service—that is, the Navy, the Marine Corps, or the Coast Guard—at the time of assignment to V-12, but this choice will not be binding. Similarly, they may express a preliminary choice of study—that is, medicine, engineering, and so forth—but assignment to or continuance in these courses will be based upon necessary quotas and demonstrated competence in the particular field or subject matter required.

Except for pre-medical and pre-dental students, there will be a uniform first two terms, as shown on this chart. (Indicating chart on blackboard) And through the kindness of one of the gentlemen from Ohio State, I believe it is, this has been prepared for me in the larger form to take the place of the one that I have in front of me. At the extreme left column here are the source of men. Approximately 30,000 will come from the high school graduates or present college freshmen who have not previously been in this, and those under 18. About 10,000 will come from enlisted personnel of the Navy, Coast Guard, and Marine Corps. They will go through the Naval Office of Procurement in these screening tests, or in the case of enlisted men in

the service, through the recommendation of their commanding officer and the screening test.

They will then be divided tentatively into these various groups—that is, for deck service, for the Supply Corps of the Navy, for the Marine Corps, for Aviation, for engineering general, for engineering specialists, about five types, and for pre-medical and pre-dental. At this time they will be ordered to active duty, and with the exception of the pre-meds and the pre-dents, they will take the same uniform first two, 16-week academic terms. You will, in colleges, within the next two or three days receive this book, the Navy College Training Program V-12 curricular schedules and course descriptions, which any of you looking at it will recognize immediately as the normal college announcement of a curriculum and the course descriptions which follow.

In this you will find these first two terms outlined, and I will read them very rapidly and briefly so that you may get some concept of its content. Math for 5 hours a week throughout the year. English for 3 hours a week throughout the year. History, 2 hours a week throughout the year. Physics, 4 hours a week throughout the year. Engineering, drawing, and descriptive geometry, 2 hours a week throughout the year. Naval organization, 1 semester hour throughout the year. And physical training 2; making a total of 19 semester hours or 29 contact hours per week. That is pretty nearly a normal freshman program, accented on the scientific side and minimized on the social-humanistic, as I said this morning.

Toward the latter part of that second term, second 16-week term, there will be a national achievement test given by the Navy. However, the naval commandant at your station, at any time during this period or any succeeding period of this program that your faculty committee on standing of students, or whatever you happen to call it, report to the naval commandant that any one man in the naval program is not living up to your academic standards, he can be relieved from duty within 15 minutes and ordered away from the campus. The academic standing is in your hands. The relief from the school is in the hands of the naval commandant. But all you have to do is to say "This man is not living up to our academic standards," and you won't be bothered with him any longer.

During this period, the Navy people, plus your own group—and I imagine it is going to come right down to this group, the deans of men and the vocational guidance counselors, your freshman advisers—are going to be asked to work with these Navy freshmen and determine their aptitudes and capacities for the several different types of programs which are coming. And based upon their achievement tests and your comments and the Navy officer's comments that are there, the men will then be assigned to these various programs for deck, for Supply Corps, for the Marine Corps, for Aviation—but of course in the case of aviation, it is a matter of the man himself volunteering,

the student volunteering, and being able to pass a flight physical and the Naval Cadet Aviation Selection Board—for Engineering General, for Engineering Specialists. And there will be two different types of mechanical engineering program there, steam and internal combustion engines; two different types of electrical engineering programs, electric power, and communications and pre-Radar. There will be a civil engineering program for our Civil Engineer Corps of the Navy, Yards and Docks, and there will be a naval constructors program.

Based upon these selective processes, at the end of this period, if they have been successful, they will be assigned to programs, and the deck group will remain two more 16-week academic terms aboard your campus. On the successful completion of that, they will be ordered to reserve midshipman's schools. The Supply Corps group will remain two more academic terms on your campus and then will be ordered to the Supply Corps Schools. The Marine Corps group will remain two more terms on your campus and go to Officers Candidate Schools in the Marine Corps. I am going to not mention at this particular moment the Naval R. O. T. C., but come back to that in a moment. The engineering general group will remain four more semesters or 16-week terms on your campus and then be ordered to Reserve Midshipmen's Schools. The Engineering Specialists will remain for six more terms on your campus and then be ordered to Reserve Midshipmen's Schools. The pre-med and pre-dent will have gone through a special freshman year here and three more semesters before they go to the professional school.

The Navy intends to continue its Naval R. O. T. C. in every institution that now has them, but it cannot expand the number because that number is set by law. So that in those institutions that now have Naval R. O. T. C. Units, during this freshman year, that is the first two terms, the professor of naval science and tactics will invite a certain number of these men to enter the advanced N. R. O. T. C. program. And if they accept, they will be ordered into that program and will finish that particular program, and upon completion of it will be commissioned as ensigns in the Naval Reserve. The balance of the men will remain as apprentice seamen on the campus.

The programs are very heavily scientific-technical. We have endeavored to keep what we could of the social-humanistic stem. We would have preferred to have left the situation completely in the hands of the colleges. But because our basic training will have to be given on a large variety of campuses—that is, these first two academic terms—and because those who are selected to go to engineering school for either the Engineering General or the Engineer Specialist programs will have to be transferred from maybe a liberal arts college, where they have been for these first two terms, into an engineering school, we have been reluctantly forced to specify the first two terms fairly rigidly, even the subject matter. And you understand

that, when the necessity of transfer arises. We don't like it; we would have preferred to give your English departments, for instance, liberty to set up an English course as they saw fit, your history departments to set up a history course within certain limits as they saw fit. But on account of the transfers, we have had to prescribe that fairly rigidly.

We called into this curricular work a large number of your own colleagues, who met with us in Washington and prepared these course descriptions. Their work was then reviewed by our training division, the Bureau of Naval Personnel, and finally our Naval Advisory Educational Council was called to Washington and sat for some ten days going over it, and finally gave it approval, and that is the program which is now being printed. I received mine on Tuesday of this week, and there are some 50,000 of them coming off the press as rapidly as they can, and will be mailed right out to the institutions, so that many of you will have them on your desks when you get back.

Now that is the new program. All of you who have been through the problem of a change in program know that there has to be a transition program. The V-1's and V-5's and V-7's who are now on your campus—may I say parenthetically, while these statements are being passed out, that the Navy does not ask any institution to accept any of these programs for degree work. Many of the institutions, however, that have been involved, at least their staff have been involved in the preparation of these courses and programs, have already indicated to us that for the duration, at least, these programs are the degree programs of the institutions concerned. That is your option. May I make that definite and clear? The Navy is not asking you to grant degrees for this work. If you care to say that, for instance, this eight-semester engineering program here is a B. S. program of yours for the duration, that is all right with us. But it is also your option to say no. And we hope that you will do just exactly as your academic conscience dictates.

Now to get over from the present V-1 and V-7 programs into this new one, the students who are Naval Reservists on your campus at the present time will be called to active duty on or about July 1, and as of that date approximately 80 per cent of the total Navy students in this program will be the ones who are now in college, who are now enlisted in class V-1 or V-7, or hold probationary commissions in the Naval Reserve, Marine Corps, or Coast Guard, or in the Army Enlisted Reserve Corps having signed the Navy preference form A.

Academically, these students, these transition students, will complete their college training on the basis outlined in our announcement of March 1, 1942. The Navy is not going back on anything that it said. If they are medical or dental students or engineering specialists, they will complete the work for their degrees. Other re-

servists, except present seniors, will leave college before finishing eight full terms of academic work, but they will be required by the Navy merely to complete the special group of courses originally designated as the minimum in preparation for general service, in that statement of March 1, 1942. Although such reservists will be in the same military status as all others involved in the V-12 program, none of them will be required to enter the new, fully-prescribed V-12 program. But within the limits of their desired major interest, it is hoped that they will wish to include as many of the V-12 subjects as possible.

Now that means this: If you have a man in V-7 who is majoring in physics with you, and he is called to active duty on July 1, '43, he continues to major in physics with you, if you are a Navy allocated college. If he is in a college which has been allocated to the Army—or not allocated to the Navy; I will put it that way—in this program, he will have to be transferred to one allocated to the Navy. But he will be transferred to one that has an acceptable program in his field of major interest.

Now there of course comes the question of the man who is transferred. He cannot continue with you to his degree if you are not a Navy allocated college. Whether the school to which transferred will wish to accept your credits, that is the credits from the school from which transferred, is the school's own business. Whether you, a school from which he was transferred, will wish to accept the credits of the school to which transferred and grant him your degree, that is your problem and it is entirely in your hands. I happen to know of a number of institutions that have made reciprocal agreements of that general description, something along this line: that if he has two or three terms to finish under the new program, and is scheduled to go through a total time which would be degree time, the school from which transferred will accept the credits of the school to which he has gone and give him the school from which transferred degree on the basis that he has completed the major proportion of his work at the school from which transferred. Conversely, if he is below junior standing, they are making the reverse arrangement. The school to which transferred will grant the degree if satisfactory work is done. That is entirely your problem. That isn't ours. We are not asking you to do it. But I am anticipating a few questions there maybe.

Now we do hope that when you set up your V-12 program, if you are a Navy college, that these men will wish to take some of these Navy V-12 courses. But again, that is your matter, except for completing those minimum requirements which were stated in March, 1942.

Paragraph 2. "Students who are selected to complete college training for the purpose of qualifying them for appointment in professional classes of the Naval Reserve will be permitted to complete

additional terms, so that upon graduation they will have completed a total number of terms as follows: Engineer Specialists—8, Medical and Dental students—the minimum number necessary to complete the requirements for their professional degrees." We had to state it that way because many pre-meds were taking a full A. B. course before being admitted to medical school. And if a man had taken say 3-½ years of a pre-med course for his A. B., as of July 1, '43, and then went over to medical school, and we stated the total number of things, we might cut off the tail-end of his medical school. Do you get the point? So it has been stated, "the minimum number necessary to complete the requirements for their professional degrees. Students who are selected for training to qualify them for engineers for general duty, deck, supply, or Marine Corps general duty will be permitted to complete additional terms" as set down on that list.

"The Army-Navy War Manpower Joint Committee has assigned quotas of students to the several colleges for training in the Navy College Training Program in basic, engineering, and pre-medical curricula."

A number of colleges have written in to us, what did we mean by those terms, so we have designated them in sub-paragraphs (a), (b), and (c).

"(a) Pre-medical and pre-dental V-1 and V-7 reservists now taking regular college courses at various levels plus a relatively small group of entering V-12 freshman will be sent to institutions approved for pre-medical training. Only the entering V-12 freshmen will be required to take the new fully prescribed pre-medical and pre-dental curriculum.

"(b) V-1 and V-7 reservists now enrolled in regular college courses in all the various branches of engineering at all levels plus a relatively small group of V-12 freshmen will be assigned to institutions approved for engineering training. Only the entering V-12 freshmen will be required to take the new fully described V-12 engineering curricula."

Now many of you may find that it will be more economical for you to cut over completely to the new program than to continue both programs in effect. That is your business, not ours. We are saying only that the new engineering freshmen, now in V-12, are the ones that we require to take the new program.

"(c) V-1 and V-7 reservists at all levels now taking regular college courses in such fields as Liberal Arts, Agricultural and Business Administration plus a relatively small group of entering V-12 freshmen will be assigned to institutions which have been approved for basic training." That means then that the college that has been approved for basic training will not have only freshmen there. Because of our having only a proportion of the colleges of the country allocated to the

Navy, there will be V-7 seniors for instance, in the Y institution that is assigned to the Army, that will have to be transferred to the Z institution, which is assigned to the Navy. And consequently they will enter in the senior year, although that college has been assigned for basic training. That is the only way we can see to handle the problem. But of those, only the entering V-12 freshmen will be required to take the new fully prescribed first two semesters here.

"In summary, four-fifths of the student reservists who go on active duty in the Navy College Training Program on July 1, will either stay where they are, to complete their college careers according to previous plan"—that doesn't mean complete your degrees, now; notice that. Complete their college careers according to previous plan, because depending upon their assignment, we haven't promised them to go through to their degree. We promised them what the various terms were that were set down in here—"or, if enrolled in a college having no Navy quota, will be transferred to a Navy allocated college offering similar courses in the fields of their major interests. Hence colleges under contract to the Navy will not be deluged with freshmen; on the contrary, they will receive transfers at all levels, from second-term freshmen to second-term seniors, plus entering freshmen classes of approximately normal size in relation to the total quotas for all classes. Only the first terms of the appropriate new, fully prescribed V-12 curricula need be offered in the 16-week term beginning July 1, but it is hoped that colleges will offer additional prescribed Navy courses for more advanced students who desire them.

"The primary purpose of the Navy College Training Program is to disrupt as little as possible the academic work of reservists now in college. A second important purpose is to allow college administrations and faculties to make the shift to the new, fully prescribed V-12 curricula by stages and thus to avoid undue dislocations in their academic program.

"The Navy does insist, however, that all colleges and universities holding Navy contracts under the Navy College Training Program offer three 16-week terms in each calendar year, the first term to begin on or about July 1, 1943. Since much of the specialized training of Naval Reservists now in college must be done after the students leave their respective campuses, and since transfers of students from one college to another will frequently be necessary, especially as the new, fully prescribed V-12 curricula go into full operation later, it is essential that such transfers be made without loss of time. The Navy Department hopes that the advantages of its general program outweigh whatever inconvenience may be caused by necessary changes in college and university calendars."

Thank you. (Applause)

PRESIDENT PARK: Are there any questions you would like to direct to Dr. Barker?

DEAN PAGE: How soon will the exact date of that summer program be announced? On or about July 1?

DR. BARKER: We are not going to set it. That is up to you. I mean if you are a Navy allocated college, you are to set your own academic calendar and notify the Navy Department. We are not going to tell you when to start your program. If you can work it from July 1 on, fine. If you want to start July 14, fine, if that integrates with your regular program.

DEAN LOBDELL: How about the 28th of June?

DR. BARKER: That is, unfortunately, a thing I can't say. I hoped, I prayed, I squirmed, I twisted the law, and everything else, but these contracts must begin with the beginning of the fiscal year, July 1. So, unfortunately, Lobby, there is only one answer I can make—it cannot start before July 1. I wish it could, because I know that that is bothering a great many institutions.

DEAN LOBDELL: Suppose we then say the first of July, and that is agreed upon. Will they be there, then, or some time around the first of August?

DR. BARKER: If the Navy says they will be there on July 1, '43, they will be there on July 1, '43, at 7 a. m. in the morning. (Laughter and applause)

DEAN LOBDELL: Since they are all bright, selected students, they of course could retrieve two days that the dumb civilian students had been doing.

DR. BARKER: That is all right with us, if you want to do it that way. I am not going to argue with you. Gentlemen, you are responsible for the education of these men. The Navy is turning that over to you. That is part of your contract. Now if you want to say that your dumb civilian students take two more days in the term than the Navy students, and that you can pick that up with our boys, I am never going to raise that question, and never will the Navy.

DEAN LOBDELL: Then we are agreed on midnight, June 30 is when the first of July begins?

DR. BARKER: Right. (Laughter)

DEAN HUBBELL: Dean Park, in case of the schools that do not have a Navy unit but now have V-1 and V-7 reservists, if you say that they will only go to these other colleges when the other colleges are for them, what is going to happen to us? Will we kiss them good-bye one by one at intermittent intervals, or will we have some idea as to when they will be called out?

DR. BARKER: If you do not have a Navy contract, and you have V-1 and V-7 men on your campus, they will receive orders to re-

port on July 1, or whatever the date that the institution to which they are transferred is going to start its program.

DEAN HUBBELL: We are beginning a summer quarter the first of June.

DR. BARKER: They had better take a vacation, I would say.

DEAN HUBBELL: That is contrary—

DR. BARKER: I wish it weren't necessary.

DEAN HUBBELL: That is contrary to the information you sent out urging them to stay in the college they were attending until they were ordered out.

DR. BARKER: Well, until the end of the term. What we meant by that was, now the question that came to us was, could a Navy Reservist as of say February 1 drop out of school and wait until this new plan started? We said, no, we didn't want them to. If they do, we would consider that as breach of contract and order them to active duty and put them to duty with the fleet, which we did in a few cases on the west coast.

DEAN HUBBELL: In case of a quarter ending in May, they should drop out?

DR. BARKER: Either drop out, or remain with you and get what they can in the interim, if you want to let them stay to that time. I wish it weren't so. And I will tell you that I spent many an hour trying to work that thing out so it wouldn't be so.

DEAN ARTHUR S. POSTLE (University of Cincinnati): We have an R. O. T. C. school, and we have a number of V-1 students in pre-medical who have already been accepted for their medical training at U. C. Will those students be transferred to some other college? Are they assured, or do they have assurance that they will get to go to medical school?

DR. BARKER: Yes, they do.

DEAN POSTLE: At some other college?

DR. BARKER: If a man is in V-1 or V-7 now and is pre-med. and has been accepted at a medical college, he will go to a Navy medical college. Now in so far as the medical schools are concerned, I believe it is correct that every one of them are joint. All the class-A medical schools are joint between the Army and Navy, I believe.

LT. COL. GREGORY: That is my understanding.

DR. BARKER: So they will go to the college that has accepted them.

DEAN ZUMBRUNNEN: The speaker said that the faculty would

determine the curricular standing of all the students. I would like to ask this question: Will the faculties be responsible for the conduct standing of the students?

DR. BARKER: Yes and no. If a man is not conducting himself properly in classes, you will report him to the naval commandant for naval discipline. Does that answer it?

DEAN ZUMBRUNNEN: Well, there may be other types of misconduct.

DR. BARKER: For instance.

DEAN ZUMBRUNNEN: Other than that in the classroom.

DR. BARKER: The naval commandant on the station will be responsible for all disciplinary action. He will be exactly the same as a commanding officer aboard ship, and he will hold mast or refer the papers forward for a special or summary court or general court. These are enlisted men in the Navy. They will be handled just exactly the same. The skipper can assign mass punishment at mast at 11 o'clock the next morning.

DEAN RICHARDSON: Will the civilian physical education directors on the campus be responsible for physical training?

DR. BARKER: They will. There will be assigned, at the discretion of the Navy Department and the commanding officer aboard your campus, naval physical education people to work with your physical education people. It is expected that the physical education program will be a prescribed physical education program of the Navy, but we anticipate that your people with our people will jointly conduct it. If we are satisfied that your people can do it 100 per cent alone, we want to save all the personnel we can, we are sure. Because we assign somebody, however, does not mean that we criticize your institution either.

DEAN LLOYD: Dr. Barker, have some of these V-12 contracts been let, or quite a number of them?

DR. BARKER: I couldn't tell you the status of that, Sir. The Navy is proceeding as rapidly as possible to the inspection of those schools which have been allocated to it, and are issuing letters of intent as rapidly as practical. And as rapidly thereafter as possible, the formal contracts will be drawn, and the contracts will be drawn in about four different areas.

DEAN LLOYD: I had more reference to the letters of intent.

DR. BARKER: They are being issued just as fast as we can. You have until July 1 to get them.

DEAN DUSHANE: I have two questions to ask Dean Barker; very simple ones, I think. Have these March 31 statements been sent to our institutions?

DR. BARKER: They have not. They have been gotten out day before yesterday, and I have brought them with me.

DEAN DuSHANE: Are we at liberty to send these?

DR. BARKER: You are.

DEAN DuSHANE: The second question had to do with paragraph 6, concerning transfers to be made without loss of time. Does that mean that an institution which now knows that it is not going to have a Navy program should arrange for the transfer of its V-7 men, for example, to an institution which does know?

DR. BARKER: No; we will have to do that, I am afraid.

DEAN DuSHANE: That is not up to the institution?

DR. BARKER: Correct. This reference to transfers without loss of time was really meant as to this reason for so rigidly specifying those first two terms, because under this V-12 program, as it gets into effect, here is where the maximum opportunity for loss of time came, if we didn't prescribe this part of it.

DEAN DuSHANE: In effect, you have the month of June to do that in.

DR. BARKER: We hope we do, yes, Sir. That was one of the reasons for way back setting the summer term of 1943 as the date for commencing the Navy program, in order to give you and to give us time to turn around without helter-skelter.

DR. BROWN: Going back just a minute to this discipline question, is it true that questions of discipline in the class room and failure to carry forward the academic work successfully rests with the institution?

DR. BARKER: That is correct.

DR. BROWN: That is what I wanted to get clear.

DR. BARKER: Let's differentiate. I want to differentiate between say chalk-throwing and failing to turn in a paper on time. Failing to turn in a paper on time is failure to do their academic work. If you then believe that that indicates that the man is not living up to your academic standard, you report him through your regular committee and treat him just the same as any other student has ever been treated at your institution. And if you say he is not up to your standard, bing! he will be out. If he has been throwing chalk or doing any other non-academic disciplinary thing, you report him to the naval commandant, who will hold mast on him, or take such other disciplinary measures as he deems proper.

DEAN HUNT: Does the Navy supply teachers of naval organization?

DR. BARKER: The question was whether the Navy would supply teachers of naval organization, which is one of the courses as set down in here. The Naval personnel on board your campus will give the instruction in Naval Organization.

DEAN THORNBERRY: Am I correct in understanding that the Army and Navy will not use the same colleges except on the dentals and medics? Is that correct?

DR. BARKER: That is not quite correct; no, Sir. In the list of colleges which has been allocated, certain of the very much larger institutions having considerable dormitory and classroom and lab space have been assigned to both Army and Navy. The desire, of course, is to minimize overhead as far as we possibly can. Where inter-service arrangements can be made by which one will take over all of say an engineering school and the other one would take over all of the liberal arts work or something like that, those arrangements are being made and have been made, and several of them have been announced, only to have some of the deans call me on the telephone with either tears or swearing in their language when they talked with me on the phone about it.

But in general, we would like to minimize having the two services on the same campus, for a number of reasons—in the same school—one of which is the Army are going to be on a quarter system and we are going to be on a semester system. That would mean great difficulty for you and great difficulty for us. Second, it would be having right within the same college—and I use “college” as a part of a university as well—members of both services, and the possibility of some degree of friction which we would like to eliminate, because the two services are trying to live harmoniously together. Thirdly, it will cut down our overhead if we could have one set of commanding officers aboard. So we are trying to work that out. Now we won't be able to work it out in every case. Isn't that correct, Greg?

LT. COL. GREGORY: Yes.

DEAN THORNBERRY: But you will have the medics and dentals at the same place?

DR. BARKER: That is correct.

DEAN THORNBERRY: Are they going to work one on the semester plan and the other on the quarter plan?

DR. BARKER: That won't happen. When they get over into the professional school of medicine and dentistry, at least so far as the Navy is concerned, whatever their plan, whether it is a trimester plan or quadrimester plan or semester plan, it is all right with us, And I know I was at a preliminary conference when that was agreed to.

DEAN E. F. BOSWORTH: (Oberlin College): Where there are both civilian and Navy students, will they ever be in the same classrooms?

DR. BARKER: They may. The Navy is not the least bit high-hat about it. There is a definite statement made in here in this book which will come to you. It says "inasmuch as V-12 students will be assigned to institutions in sizeable groups, these students will normally be classes by themselves. However, civilian students, if the institution so desires, may be placed in the same classes with V-12 students."

DEAN BUNN: Is it certain that all the reservists now in school will be called to active duty in this program on July 1?

DR. BARKER: On or about July 1. If the man in your institution is going to be sent to University A, and its program is going to begin on July 6, he will be ordered to duty July 6, or July 5, to give him time to get settled down for 24 hours before classes start.

DEAN BUNN: The reason I asked that, there has been some release to the effect that they will be called, one group on July 1, another group on November 1.

DR. BARKER: No. You are confusing releases. This program here will start July 1, November 1, and March 1. And of the freshmen, that is of the high school men who are now taking examinations or will take them in the fall, they will be assigned to college in the numbers necessary in the allocation to get a relatively even flow through this program.

DEAN BUNN: That is only the new students?

DR. BARKER: That is correct.

DEAN BUNN: Now you said nothing about the examination, qualifying examination, which is to be given on April 20, I believe.

DR. BARKER: That is right.

DEAN BUNN: Is that done away with?

DR. BARKER: By no means. If they are not living up to their program, they are going to get it. I believe it is slated for April 27. Is it the 20th?

DEAN HUBBELL: The 20th. We have had the papers on it.

DR. BARKER: Qualifying examination for V-1's of low junior and high soph standing, 4/20. Called to active duty, of those that are successful, on 7/1/43 or thereafter. Anything else? All right.

PRESIDENT PARK: I am sure we have enjoyed this presentation of the Navy program by Dr. Barker. I will give you about

five minutes to stand up and stretch before we begin the second session.

... Recess ...

PRESIDENT PARK: The next speaker is undertaking a difficult task in presenting the Army Specialized Training Program to a group of college men. There is a current story about a conversation between two Negro soldiers standing at the rail of an Army transport three or four days out of New York. One of them said to the other, "Sam, do you think you could row back to New York? And Sam said, "Sure, I could. All I need is somebody to keep me in fresh oars." (Laughter)

Nothing is impossible in wartime, and we may be able to understand this program after the speaker is through. (Laughter)

Lieutenant Colonel Gregory is representative of the highest type of citizen soldier. He came from the superintendency of Culver into the War Department, is now on the General Staff. Some of us have seen him in action here previously as the head of what we might call a reconnaissance squad, and later in New York when he was attempting early in December to predict what the releases would be on December 8, without being at liberty to tell us. (Laughter) He seems to be assigned difficult jobs, and he does them creditably.

It is a great pleasure to present to you Colonel W. E. Gregory of the General Staff. (Applause)

LT. COL. W. E. GREGORY: Mr. Chairman and Gentlemen: The last time I was in Columbus, I was then talking to you about the now defunct Enlisted Reserve Corps. During the time I was going around the country, certain changes were taking place in Washington concerning the program, and when I returned I found that these changes were then in effect. So what I say to you today represents the Army Specialized Training Program as it is now in effect. I stand here about to launch upon a discussion of this program, and to appear as an authority, which I am not. And I am reminded of the story told me by my predecessor at Culver of an experience of his during the World War. He said he was going up through Belgium and as he passed through the valley he saw some beautiful flowers over on the hill. He said in this compartment where he was, there were three or four officers, and someone asked about it. He said a man immediately spoke up and he said in a very authoritative way he explained that they were mustard plants; that they had been planted by the Belgian farmers as a result of a bounty by the German government, and the seed was used for the manufacture of mustard gas. He said it didn't seem quite right to him, but this man spoke in such an authoritative way that he assumed he knew his business. So he thought nothing more about it.

He said later on, after the war, they were going up in the army of occupation, and again they passed through this country and again they saw this plant, and so again the question was asked. So he said he immediately spoke up to give the others the benefit of his new-found knowledge, and went through the explanation. When he had finished, he said a very distinguished American surgeon who was a member of the group spoke up and said, "Well, Colonel, that is very interesting. In the first place, that is not a mustard seed, it is grape seed. And secondly, mustard gas is a synthetic product, not made from mustard seed. And thirdly, the German government did not give a bounty to the Belgian farmers. "But," he said, "with those trifling exceptions, your statement is absolutely correct." (Laughter) Now, with my statements, and with some trifling exceptions, they may be true.

I think you have all read a great deal about the Army Specialized Training Program, and I think it would be wasting your time for me to go into a restatement of its objectives. Obviously it is the purpose of this program to train in the shortest space of time Army personnel for Army tasks. The function is not to keep colleges going, nor is it to procure for the individuals trained, a college degree. If the colleges remain open, and if degrees are granted as a result of this training, all well and good, but that is not the purpose of the program.

Secondly, the men who come to you are Army personnel, are soldiers. They are soldiers going to an institution to receive training needed by the Army. They are not college boys in uniform. There will be no man sent to you who has not completed 13 weeks of basic training in the Army. That decision was made by higher authority than the Army Specialized Training Division, and the reason given was that they wanted to have in the colleges at all times men who were soldiers, and if the necessity of war demanded it, those men could be drawn from the college campuses and sent immediately overseas or sent immediately into action. So that is the reason why the requirement of 13 weeks of basic training was developed by the Army.

Third, the Army wished to give to all men, regardless of economic status or any other reason, an opportunity to undergo this training, so that the only qualification would be the man's previous training, his capacity, his qualities of leadership and his character, as demonstrated under Army conditions. Although the Army has never said so, it is to be assumed that the men who complete this training will be potential officers. And if 90 per cent of these men are not selected for Officers Candidate Schools and do not come out as officers, then it seems to me that the program will not have proven its full value. There is no guarantee, however, that the men who complete this academic training will be officers. Many of them, some of them at least, will be technicians and will serve in the enlisted ranks. Others, of course, and I hope the majority of them, will be officers.

Now the Army has called the enlisted reserve for students. There has been some discussion, I think, among students who enlisted in the

enlisted reserve, as to why they were called before the completion of their college training. I wish again to point out to you gentlemen that I stood in Columbus, Ohio and all over the United States of America and emphasized that any student who enlisted in the Enlisted Reserve Corps was subject to call to active duty at any time that the Secretary of War determined that the exigencies of the war demanded it, and that there wasn't even one day deferment from active duty assured any man. The Secretary determined that the exigencies of war did demand it, and he called them accordingly to the plan which you already know about.

Following the 13 weeks of basic training, it seems to me that these Enlisted Reserve Corps men, the majority of them, will be returned to the colleges to pursue courses of study prescribed by the Army. They should be this large source of supply. And I believe those men in the end will come out of this thing satisfactorily. So I believe some of the objections which have been raised to date will disappear when the program gets into effect.

Now there has been some difficulty experienced in putting our program into operation. We have at the present time 12 colleges. Those colleges do now have Army Specialized Training units. There are other Army Training units in colleges which are not a part of the Army Specialized Training Program. They are Air Corps units, they are short-term technical courses which have been confused with the Army Specialized Training Program. We have just 12. Our work is entirely at the college level. There is nothing in the program which is sub-college, nor is it intended that it shall be. Under the Army program, we shall use college faculties and college facilities. The entire conduct of our educational program will be in the hands of colleges.

Our program is similar in nature to the one explained by Dean Barker, in that we have a basic course of three terms of 12 weeks each. The first two terms of that basic course are common to all. All men will go through that who begin the program initially and who begin at the first term level. In that program, physics, chemistry, and mathematics will be emphasized, with a combination course of history, geography, and English added. There will be approximately 24 class contact hours per week under our program, and it is assumed that 24 additional hours will be set aside for study and preparation. We will have five hours of military training required, and six hours of physical conditioning. So you see that is going to be quite a week. Our reveille will start at 6:30 in the morning. Taps will be at 10:30 at night. Men will study every night except Saturday from 7:15 to 10 o'clock, or 7:30 to 10 o'clock.

It is expected that these men will apply themselves. They will have approximately 1½ hours a day for recreation. They will be under the control of a commandant who will be an Army officer in charge of the unit, assisted by additional Army officers sent to each

college. The students will be required to meet your academic standards. The college itself prescribes the standard of excellence. The courses, with the exception of the combination course of English, History, and geography, will run very close to present courses now in effect in colleges, particularly in the engineering fields. Only those electives or those subjects which are considered not to contribute directly to Army needs, those will be eliminated, but the basic content will still be there.

Now the various curricula as they have been developed are the result of the work of specialists in the field recommended to us by the American Council on Education and the U. S. Office of Education, and from the Society for the Promotion of Engineering Education. It is a work of civilian educators. It is not the work of Army officers. We have accepted their recommendations. We believe that there is nothing incompatible in our program with the present courses of study now in effect in colleges. But the work will have to be done in a lot shorter time than it is now being done. It is believed that it can be accomplished because the young men who will be sent to you we hope will be men who have superior ability, men who can take that in a shorter space of time than the normal college student.

There will not be in excess of 150,000 men in college under the Army program at any given time. A large proportion of them, of course, will be in engineering fields, pre-medical, pre-dentistry, and pre-veterinary, and a much smaller number in the fields of psychology and area studies. The psychologist on the basic level will be trained with the idea of becoming classification officers in the Adjutant General's Department of the Army. The area studies men will be trained largely for use in conquered territories and in government fields. But the bulk of our men will be trained in, as I say, engineering fields and in the professions.

Now how are these men selected? At the present time, any man in the Army who has achieved a score of 110 or better on the Army general classification test is eligible for further screening. We have accepted that 110 as being the lower limit of capacity for a man to achieve success in this program. All men between the ages of 18 and 22 years of age who have achieved a score of 110 will be given what is called the OCT-2X3 test, which is a test, a combination of scholastic aptitude and achievement designed by the specialists of the Army who are test construction men. Those men will take this test, and those who score a rating of 115 or better will then be called before screening boards for selection.

Now for the advanced phase of the course—it was necessary for the Army this year to select men who are able to go into the terms beyond the basic. You see, the basic ends at 3 terms; the advanced begins then for additional work, running up as high as approximately 24 months. We have had to select men now available for advanced

training. To be eligible for advanced training, a man must also score 115 on the OCT test, but he may be over 22 years of age. He must be a man who has completed one year of college, and not in excess of three. After this year, it is anticipated that only the basic course men will be selected.

Now the screening boards are expected to determine not only a man's mental qualifications but also his qualities of leadership and his general aptitude for the service. We have found, unfortunately, that we are not getting the men that we need, and there are many reasons for that. In the first place, our program was only inaugurated on December 18. We have not been able to refine our testing devices, nor have we been able to develop adequate screening facilities and to select personnel qualified to make selections. I believe that is now being corrected, because there is going to be a third step added to this screening system whereby men who pass the first screening board will be collected in centers and then additional time will be spent to determine, first, the strength of their previous academic foundation; secondly, the term of the work for which they are qualified; third, to get them together in common groups and then to send them from these various centers directly to the colleges with which we have contracts. I believe that is a great improvement. I think the men who come to you now will be better prepared than those who have come to the first 12 institutions.

Secondly, we have slowed down our program, because we are not going to open units from now on until we have men who are qualified and available within the numbers for which we contract for immediate dispatch. We assume that there will be approximately 6,000 students sent to the first 12 colleges. We thought they would be available in the Army. We found they were not, in that short space of time. So we were in an unfortunate position of having contracts with colleges for a certain number of students and we didn't have the students to produce. But that will not be true again, Gentlemen. We are going to have them now ready and we will send them, and thoroughly qualified.

There has been one additional change also. We are now going into the 17-year-old field. That is, through the Reserve Corps for the 17-year-old students who are today taking the A-12 examination, we hope to get a large number of well qualified young men who have elected the Army and who, upon the successful completion of 12 weeks of basic training, will pass our tests and will be screened and sent directly to college. We hope that will produce the number we wish.

When you see the problem in the field and you realize the number of agencies of the War Department competing for the same type of men, you must realize that after all there is a great deal of rivalry for good men. That is true in business life, it is true in education, it is also true in the Army. Also, when a man has gone to his unit

and becomes a part of that unit, the emphasis in the unit training is combat. A large number of young men who might otherwise have continued in college, we find no longer have a desire to go to college. So we have got to educate them to that necessity. And we have got to impress upon them that when they go into this program, they are not going to college. They are going to a college campus simply because the Army does not have the facilities either as to physical facilities or as to teaching personnel, to carry on this training in an Army camp.

Now the Army has sold the Officers Candidate School very well. Every man in the Army looks forward to going to an Officers Candidate School. We have now got the job of selling to them the Army Specialized Training, and to demonstrate to them that this is the first step in the training of an officer. And I believe that will be accomplished. But when these young men come to you, it is your job then also to sell them the idea that what they are doing is worth while and it is important, because General Somervell stated that three-fourths of the Army personnel under modern war conditions had to be technicians—technicians, to be sure, in different levels. But he is something more than a man with courage and a musket going out and shooting the enemy. It is a matter of trained personnel, trained in technical fields, and that is a long series of training.

Now that is the thing that has got to happen. I have listed various fields here, but I will try to answer these questions as I go along, because you are deans of men, and as deans of men I hope I can cover some of the problems which I think you will face when these young men arrive on your campuses.

When they arrive on your campus, it is expected that the commandant and his personnel will quarter these men, just the same as students are now being quartered. They will also be turned over to the college authorities for such examinations as the college itself wishes to give. Those would be placement examinations. They will also be interviewed by the interviewing authorities of the college to determine a man's placement properly. And the Army expects the colleges to do that. We want you to, because we should like to keep the attrition rate on these men as low as possible. And I should like to emphasize, too, that although the college establishes a standard of performance, we hope that there will never develop the idea that if he doesn't measure, report him and out he goes. I think that would be most unfortunate, because the Army hopes that most of the men whom we select will make good, and it is up to the college to see that that man does make good, just the same as it does its own students. Of course, the Army, if it contracts with you for 500 men, they will keep 500 men there, or pay you. You won't lose anything. But it is not to the Army's advantage nor is it to the advantage of the war effort if a college just willy-nilly eliminates 200. That is lost time. So that teaching is the main job, and these are young men to be taught.

The assignment, therefore, the measure of success and progress, is entirely in the hands of the college. It has been proposed, and I believe it will be accomplished, that certain tests, achievement tests, be given perhaps at the end of terms—one term, second term, or third term; or maybe at the end of the basic or at the end of the advanced. Nation-wide examinations will be given to determine the achievement of these young men. They are at the present time developing such tests. Exactly when they will be given, I do not know, but there are certain difficulties involved and they will have to be ironed out before any national examinations can be given. But up to that point, the college itself will determine what happens. It is hoped that the men who come to you will be examined in the courses at least once a week, in the hope that you will have your check on the progress of these young men, so that they won't just wait until the end of the term and then bone up for examination. We want periodical checks made as to achievement.

The discipline of the unit will be entirely in the hands of the commandant. However, the commandant will not come into your classrooms. You are the deans. It is your job to iron out first of all the disciplinary problems within the classroom before they go to the commandant. The commandant is not to interfere. The commandant is merely the representative of the service commander; the service commander is representing the War Department on your campus. He is there for general administrative activity. He is to cooperate fully with the administrative head of the institution. It is hoped that he will be considered a member of the faculty, and on the various faculty committees. But it would be most unfortunate in this program if the college said, "Let's take the man who throws the chalk that Dean Barker mentioned a moment ago and turn him over to the commandant." That would be bad. I think it would be a mistake if you dumped your disciplinary problems in the hands of the commandant. That is not his job. It is the job of the teacher. And for goodness' sake, let's not side-step obligations. Teaching is still teaching, and discipline in the classroom is still the function of the teacher. The commandant will take the broad, over-all discipline.

I mentioned a schedule. I mentioned also the standards of academic instruction. The matter of examinations, short written papers, I mentioned. We hope that you will develop your own examinations, just as you always have. As to credits for the course, the War Department takes the position that everything we give is at the college level. The curricula have been developed by authorities in the field of education, each within his own field. We hope that the college will see fit to give credit, because if the college contracts for the training of men at the college level, surely the college would want to accept the standard established by its own teaching faculty. But that is entirely up to you.

I think it would be very helpful to the morale of the young men

if they knew that when they were assigned to colleges for this training, that they were getting credit from the institution which would be helpful to them later on, and that they were actually progressing, because many of these young men will want to come back and complete their college training after the war. So I should like very much to see, I am certain the War Department would like to see, that some effort be made or some statement come from the colleges, after a study of our curricula—a statement as to what they will do about credit courses.

The matter of textbooks, the textbooks will be selected entirely by the professors themselves. The War Department prescribes no textbooks. We contract with you for the teaching of certain curricula. You supply the teaching personnel, you select the textbooks which in your opinion will enable you to accomplish the desired ends.

The physical training under our program will be done under contract with the college, by college personnel. It will be subject to the supervision of the commandant. Where sufficient personnel is not available for the physical training program, the Army will supply it. It is hoped that colleges themselves will be able to do this. Military training will be entirely in the hands of Army personnel. As I said, it will occupy approximately five hours per week.

There is one very important phase of the program, and that is the social and religious activities on the college campus. These men will not be matriculated students at the college. They are Army personnel assigned there for training. The question therefore as to the participation of our young men in fraternity life has been raised. So far as the War Department is concerned, a man may join any fraternity he wishes. The matter is entirely up to him and to the fraternity itself. If they wish to take in non-matriculated students, that is satisfactory. Men, however, will be required to live in units under the control of military personnel, and the idea of grouping them together in their own fraternities will be impossible under our program.

It is hoped that the social life of the college campus will continue as it now is. The Army does not contemplate putting in U. S. O. units or any other military organizations which deal with morale and entertainment. We hope that the college will continue as it now is. You must remember that these young men are drawing \$50.00 a month. They have their room, board, and tuition and all medical care. They have more money than the American college student has ever known. We hope, therefore, that in their social life, that you will make them pay their proportionate share. They are pretty well taken care of. So in all of your activities on the campus, your lyceums or any of your entertainments there, these young men are able to take care of themselves, and we hope that you will ask them to pay their fair share.

In your unions, if they are to use the unions and to avail themselves of their facilities, they should pay just the same as any matriculated student.

The question has been raised as to the religious life of these young men. The Army does not plan to detail chaplains to these units. It is expected that the local religious facilities of the college will be used. When a man comes into the Army, he states his religious preference. It is all on his card form. I think it would be very helpful if your directors of the Y. M. C. A. would find out the religious preference of these men, and to use the local churches in whatever way in which you have used them in the past for our soldiers.

Now when you consider that these young men are going to have very little time, and when you realize, as Dean Barker mentioned in the Navy program and it is equally true of the Army program, that the so-called cultural subjects are out, that something has to be done in the colleges, it seems to me, to develop as broad a young man as possible, and there is a great opportunity, it seems to me, for the religious organizations of the campus to give these men a badly-needed religious point of view. Because for the first time in American life, young men are going to college and are going to be taught the ways and means of killing, because their activities are directed to the handling and development of weapons of war.

Now you people can and should use your facilities, therefore, to put something in a man's heart, something of moral character to these young fellows, because they are to be future leaders. If they win the peace, they will also dictate the peace, and let's don't have all technicians dictating the peace. Let's have technicians to win, but along with that training you supply in every way you can as broad a point of view as your facilities permit.

So it seems to me that in this program of the Army, that it is a cooperative venture in which the War Department finds itself dealing directly with the colleges, and counting upon the colleges to provide the type of training which cannot be given any place else. There will be many problems to work out. To some of you, the presence of military personnel on your campuses will be strange. I think the Army is very fortunate in having at the present time 137 R. O. T. C. institutions where the relationships between the Army and the college have been very pleasant over a number of years.

The mistakes of the S. A. T. C. we hope will not be repeated. It is the desire of the War Department to send to you on your campuses representing the service commanders, the ablest men that we can; men who understand your problems, men who understand young boys, men who come with the idea of fullest cooperation. And in no sense will these men come there with the idea of telling you what to do. All the Army personnel will do is to see that the terms of the com-

tract are fulfilled, and that they can offer to you every assistance in the training and developing of young men.

So if we both approach it that way and we work together in a cooperative fashion, I believe this offers the college a real opportunity to train men not only for service right now, but also to keep alive in the hearts of men, many of whom may die, the ideals of American civilization. (Applause)

PRESIDENT PARK: We promised you that there would be a period of questions at the conclusion of the addresses, and that time has now arrived. Will you direct your question to the individual whom you expect to answer?

DEAN MOSELEY: Colonel Gregory, I have two or three little questions that I think can be answered "yes" or "no". First of all, you spoke of interviewing these students when they come. Are they going to have a 30-day period of quarantine?

LT. COL. GREGORY: No, Sir.

DEAN MOSELEY: Like the others have had in the past? They come on a more natural basis, do they, as students?

LT. COL. GREGORY: It is hoped that—in the first place, we have created this period for the schools which we now have for the simple reason that the screening devices which developed did not prove satisfactory. So therefore we felt it better to use those 12 colleges as guinea pigs and let them spend this time determining just what to do. And the system which I mentioned, the third step which the Army is now inaugurating, will eliminate that necessity.

DEAN MOSELEY: Do they march to class in groups?

LT. COL. GREGORY: I am glad you asked that question. It will be entirely up to the commandant to develop the system according to the local conditions and after consultation with the president. The Army has not prescribed that these men shall march to class.

DEAN MOSELEY: On no occasion?

LT. COL. GREGORY: We have not prescribed that they shall, but if it is possible, in a very small center where the buildings are close together and where the classes are organized in such a way, without interrupting the time, all right. But there are only going to be approximately five or six minutes between classes. In a school like Ohio State University where you have a class way down there and another one way over here, they couldn't possibly form a march by sections. I predict that in sections it cannot be done. But we haven't said it can't be, nor have we said it shall be.

DEAN MOSELEY: My next question is in regard to the social activities of which you spoke. We have 1200 Army trainees and when the 30-day quarantine period was concluded, for the first 600, the school attempted to give a welcoming dance, to hold them on the campus there.

LT. COL. GREGORY: What was this quarantine? What group do you have? Air Corps?

DEAN MOSELEY: Air Corps—30 days when they were not allowed to speak to the dean of students.

LT. COL. GREGORY: That is not contemplated.

DEAN MOSELEY: To the president of the university or any official of the university.

LT. COL. GREGORY: We hope that all Army Personnel will be deloused and everything else—they will arrive clean.

DEAN MOSELEY: At the end of that 30-day quarantine period the students on that campus organized a dance to welcome them and to give them something to do, since they had not been allowed to visit a movie or go to town or exchange a word with any other student on the campus. We were told that the Army trainees could not attend that dance if any other male students of the campus attended the dance. Is that according to regulations? (Laughter)

LT. COL. GREGORY: I will answer in this way: The Army Specialized Training Program which I am representing today is confined to personnel in 12 colleges, to date. The Air Corps training program, which you are speaking of, I think, is under the complete control of the Commanding General of the Army Air Forces. So when you ask me a question, is that according to regulations? I cannot answer that question. I can merely say to you that there will be no such regulations on the Army Specialized Training. They can go to town the first day they arrive.

DEAN MOSELEY: One more. There would be a man who took the test, an E. R. C. resident on a campus, ordered to report April 6, but not having left the campus and taking the aptitude test on April 2. If he does not make 110 at that time, may he take the aptitude test at the conclusion of his 13 weeks basic training?

LT. COL. GREGORY: The test which you are talking about on April 2 has nothing to do with the aptitude tests of which I spoke. The E. R. C. men are not expected to take them.

DEAN POSTLE: I have some sort of a document on my desk that says "Radiogram" or something, which says that all enlisted reservists are urged to take the A-12 test. Now under that official document, about 700 of our enlisted reservists are taking the

test. Do you think, therefore, that I should go back home and tell them that having conferred with some of the Army officials that that test doesn't mean anything? I just want to get straight on this, is all.

LT. COL. GREGORY: I think your point is very well taken. The results of the test will be added to the man's record. When he is called to active duty, that will be one other means of determining that man's fitness for Army Specialized training upon the completion of his basic training. Now this is the value to that young man: He

will have taken this test under school conditions. When he goes to the Army and reports to a reception center, he takes the Army general classification test. Let us assume, for the sake of argument, that the Army general classification test score is below 110. This young man has, however, on the A-12 test, achieved a score which shows that he has the capacity for this. Two measures are better than one. One may offset the other. So he has not lost anything particularly. However, he has not gained anything, because he still has to take the OCT-X3 test. In other words, two checks on a man's scholastic aptitude are better than one. So I would say the work has not been in vain, and it may save him. At the same time, it might sink him.

DEAN LANGE: You said "the defunct E. R. C." Now our men have not been called in the E. R. C., except those that were reported as below average. What is the general answer on that?

LT. COL. GREGORY: When I used the term "defunct," I meant that on December 15, the President himself closed all enlistments, further enlistments, and that there were no additional enlistments in the Enlisted Reserve Corps permitted except for those men in the R. O. T. C. colleges who were candidates for the advance course R. O. T. C. In other words, they called off by executive order further enlistments in the Reserve Corps. Those men are still in the Enlisted Reserve Corps. They have not been called to duty. They will be called to duty according to the schedule which has been announced—that is, the end of the first quarter, term or semester which begins in 1943. And of course there are various categories which I will not go into now. As Enlisted Reserve Corps men they are guaranteed that they will be sent to replacement training centers. You see, all men who enter the Army are not sent to replacement training centers, because the facilities of replacement training centers are not great enough to take care of all men who come into the Army.

In addition to that, they will go to these replacement training centers ear-marked men, ear-marked to the extent that they are college trained men, they did voluntarily enlist in the Enlisted Reserve Corps, and there are three things that may happen to them. First is, they may go to an Officers Candidate School at the end of their 13 weeks. That has first priority. They may become aviation cadets,

which has a second priority. Third, they may become Army Specialized Training trainees. Now the E. R. C. man, therefore, who first goes to replacement training center ear-marked as having been a college man, and who met our requirements last fall as to selection, stands a very excellent chance of being selected for one of the three things. So there is a very definite advantage to the man. Does that answer your question?

DEAN BUNN: As I understand it, those who are in the medical schools now, both Army and Navy, the Army Administration Corps or whatever it is, have the privilege of resigning their commissions and coming in under this new program. Now this question has been asked by a number of the medical students with respect to the hours provided for taps and such things of that kind as it will affect their opportunities to work in the laboratories and their opportunities for study. I wonder if Dean Barker and Colonel Gregory would both comment on that point, and also state what is your recommendation, if you have one, with respect to those people. Should they keep themselves in a position with their commissions? And if they do, are they free to use their time for studying and laboratory work outside of this schedule as released and set up by both arms of the service?

DR. BARKER: So far as the Navy is concerned, at the medical schools I think we have no intention whatsoever of prescribing reveille or taps. The programs, we hope, in the medical schools will continue just exactly as they have been. Consequently my own personal advice is that the man stands to gain materially by resigning his commission and going into the V-12 program. He will be classed as an apprentice seaman, but he will be uniformed as a reserve midshipman in the Navy program. And I think he has everything to gain and nothing to lose, as I see it.

However, at one time we offered the remaining on his H. V. P. status, on inactive duty, because it had not been decided then that every medical school would be joint. Frank Brown tells me right now on the side that he is not quite sure that my statement on that is correct, but I think I am right. We offered that opportunity because, let's assume, take an extreme case, assume for the moment that the Harvard Medical School was assigned to the Army and not to the Navy, and that we have an H. V. P. in the Harvard Medical School now in say his second medical school year. We could thoroughly understand why that man would not want to leave the Harvard Medical School. And consequently, lest there not be a gentlemen's agreement for joint use of all medical schools, we provided that he might, if he wanted to, remain there on an inactive status and complete at his own medical school. Get the point?

Now, if I am right that it is joint everywhere in Class-A medical schools, then there is no odds to it, because he will remain right there

in that same medical school. Therefore, so far as I can see, there is no reason why he shouldn't take advantage of the other offer. And the only query that is in my mind—and I certainly struggled to find some way out. We had decision after decision by the Judge Advocate General of the Navy's office. I am just as worried as Colonel Gregory is over this \$50.00 a month loose in their pockets. Frankly, what I wanted to do, and the senior officers of the Navy wanted to do, was treat it just exactly the same as we do the midshipman at Annapolis—set up a pay account for them, allot them so much spending money each month, and on completion of their program close their pay account and give them whatever was coming to them.

Now we shall have to use, shall we say, moral suasion to take the full national service insurance, to make allotments for purchase of war bonds and so forth and so on, and hope that by means of that sort to get that amount of money down that is free in their pocket. But I frankly say that to me it constitutes a danger to the whole program, locking men up fairly tight with a program that is going to run 52 to 58 hours of actual hard work a week, and then on Saturday afternoon turning them loose four or five times in a month, depending on the number of weekends, with \$50.00 to spend. I never had it when I was in college, I know. I hate to think what might have happened to me if I had had. (Laughter)

Do you want to answer for the Army?

LT. COL. GREGORY: What Dean Barker said is essentially true for the Army, with this exception: The way in which medical students would be handled has not been definitely determined, but the thinking to date is it will be necessary to have a flexible program, because a lot of the laboratory work and things must be done at night, and clinical work. It is within the jurisdiction of the local commandant to determine it. It is up to him to fit the program into local conditions. I don't believe that the military training on the part of medical students will exceed the amount of training now required of R. O. T. C. medical students, and it is about one hour a week.

DR. BROWN: Is it not true also, Colonel, that in institutions where it is impossible to billet the men in the institutions which have medical schools, that they can be billeted individually, and be paid proportionately?

LT. COL. GREGORY: Yes, that is true.

SECRETARY TURNER: I would like to address a question to Colonel Gregory. Colonel Gregory, about a year ago we had a similar meeting, and this group that is here now took these programs on whole-heartedly. Now we are writing to parents, who say to us, "You advised me and my boy to get into this thing. Why have I been double-crossed in this manner?" Now we might as well take down our hair and get at some of these basics that are in the minds

of all of us. In front of you you have about 90 men who can go back to their campuses and help to eliminate some of this feeling about the E. R. C. And I will tell you, the E. R. C. is in the dog-house. Here they are. They are ready to go back and tell these people on their campuses who are saying "Why has this thing been delayed? We have been told the men are coming. We have made contracts. We have emptied buildings and dormitories. We are ready for them to come. Why aren't they here?"

We think we know. But any statement you can give to us that we can take back, you will never get a better chance to get to 90 men from Maine to California and from Florida to Utah to go home and be your disciples.

LT. COL. GREGORY: Gentlemen, I am not the Special Assistant to the Secretary of War. (Laughter) But I am here, and will try to answer to the best of my ability. Shoot! What do you want to know about?

SECRETARY TURNER: Why the delay in the men getting back to the campuses?

LT. COL. GREGORY: What men? The E. R. C. men?

SECRETARY TURNER: These men who were coming on the 5th of April. First they were coming in March, and now they are coming in April—but they are not coming.

LT. COL. GREGORY: What men were coming in April?

SECRETARY TURNER: That is what we want to know.

LT. COL. GREGORY: Who said anything about men coming on the 5th of April?

SECRETARY TURNER: They told us on our campus that we would have them on the 5th.

DEAN JULIAN: I am from South Dakota. The contracting officer said we would have them.

LT. COL. GREGORY: What do you mean, the contracting officer said you would have them?

DEAN JULIAN: The inspecting officer asked the pointblank question, "Can you take 400 men on April 5?"

LT. COL. GREGORY: Right. "If you can't on April 5, when can you take them?"

DEAN JULIAN: He didn't ask that.

LT. COL. GREGORY: But he didn't say he would send them on April 5. He asked can you take them on April 5, didn't he?

DEAN JULIAN: Yes. But the assumption was we were to get ready.

LT. COL. GREGORY: There was absolutely no contract written saying that. Wait a minute—let's be honest about this. If you jump to the conclusion—if I were to ask you, could you come down to Washington on April 5, and you said yes, that is not asking you to come to Washington. I said, are you available?

DEAN JULIAN: Can you say in a general way how much time colleges will be given? I would like to explain to you why. The Army wanted our women's dormitories. We said, "All right, you can have the women's dormitories. We will chase the women out and put them somewhere else." The question is, when to chase them out.

LT. COL. GREGORY: The man who went to you, I don't know what he said. But he was told merely to survey the possibilities. I know of the fact they said we were going on a survey party to send to one institution, and before the party got there we received a request to give them a priority to build a new dormitory. We hadn't thought of using them yet. I can tell you institutions whose names appeared on the list of the release of the Joint Army-Navy Board which came out in Washington showing that that college had been allocated to the Army for survey and use, if they found that they could use it. That was all it said. I could tell you institutions who immediately wired the War Department and said, "When will our men arrive?" and "Will you give us priorities to furnish this, that, and the other thing for a thousand men?" We hadn't even thought about it yet. So I mean there are two sides.

DEAN DuSHANE: We know there are bound to be individual differences which are difficult to explain. Those we are not concerned about. But we have, I think, two general groups of questions which I have difficulty in getting satisfactory answers for students and parents. One of them has to do with the Air Corps, and it is this: Why, when there was several months' backlog of men who were sitting around home waiting to be called since they enlisted in the Air Force without any strings, were the men taken out of the colleges first while they were pursuing courses which were in many cases physics, chemistry, mathematics, and so forth? The second one has to do with E. R. C. men, and our question is this: Why were the men who continued in college making good records and proving stability of character called earlier than those whom we reported to the Army had been dropped for academic failure two months previously? Now if there are no answers readily at hand, I don't wish to press you on that.

LT. COL. GREGORY: I shall try to answer you. I shall answer you by making a statement which has nothing to do with your question. The Army Air Forces are under the control and command of the Commanding General of the Army Air Forces. The Army Specialized Training Division is a function of the Army Service Force. The rules

and regulations covering the call to active duty of the Air Corps men are entirely up to the Commanding General of the Army Air Forces. I can't answer your question. We had nothing to do with it.

Now the other problem. When men enlisted in the Enlisted Reserve Corps, it was stated, and I made the statement to you here last year, this was an opportunity for a man to volunteer his services to his country, and he would pursue his education until such a time as the Secretary of War himself determined that his services were needed in the Army more than in college. It was a purely voluntary matter. The idea that they were double-crossed, I simply can't understand. They were not double-crossed. They were told they would have not even a day's deferment.

DEAN DuSHANE: That is correct. They or their parents claim they were double-crossed.

SECRETARY TURNER: They write that question.

LT. COL. GREGORY: They were not double-crossed. They were promised nothing. And they said very definitely when the Secretary deemed and the necessities of war demanded, they would be called. He said that they do; therefore they were called. Now the operation where the man who was making a satisfactory record was called before the man who had been dropped, I can't answer that.

DEAN LOBDELL: These E. R. C. men who were called out are taking the 13 weeks basic now, and in view of all the screening difficulties that the Army has been having, and rescreening, what chances do those E. R. C. men have of being efficiently screened and allowed to resume their engineering education, which the Secretary of War stated he wanted to continue, and which the first step in continuance was to interrupt it?

LT. COL. GREGORY: I think I can answer that this way, Dean Lobdell: We have requested that Enlisted Reserve Corps men carry with them a statement of their academic record when they are called to active duty. That becomes a permanent part of that man's record. It enables us, therefore, to trace that man and see what has happened to him, to make certain that he has received adequate screening; and if he does not appear at the end of his training for Army Specialized Training, we can find that out very quickly, and that is also a very good chance for us to determine how effective our screening is. It does not necessarily mean he goes back to your institution.

DEAN LOBDELL: That is a very comforting statement, and I think it is incumbent upon all of the institutions represented to help the situation by checking up and seeing what has happened to their men, as well as possible.

LT. COL. GREGORY: May I, in connection with that, urge that you report to us any case of where you have had a satisfactory man who

has had 13 weeks of basic training and has not been selected? That would be perfect for us. Then we can trace that individual; we know exactly where he is. And it gives us a good check on our system. Remember, this is a broad system; there are a lot of people involved.

DEAN LOBDELL: You touched lightly on the subject of the R. O. T. C. And is my understanding correct that the advanced R. O. T. C. is about as defunct as the E. R. C.?—that is, no men are going to be going into the advanced R. O. T. C. from now on?

LT. COL. GREGORY: The answer is this: There are no more advanced course contracts after this year. The men who are at the present time 2-A, R. O. T. C., they will be called to active duty, as you know the terms specify, and the 1-A men. Now when the Army Specialized Training program is inaugurated at an institution, the R. O. T. C. for this year will continue just as it is, and the branch in material training of the Army Specialized Training program will also be given. Now at the end of this year, therefore—

DEAN LOBDELL: You mean in June?

LT. COL. GREGORY: In June, yes. On that point, then, all men will get the training of the Army Specialized Training, which is the branch in material—not the advanced course R. O. T. C. They will have all had their basic training who come to you under the Army Specialized Training, so they have a so-called advance course, which is branch and material.

DEAN LOBDELL: I am confused, and I think I have you confused. What I mean is, the man who is say now a junior in the advanced R. O. T. C., and he is to be ordered to active duty this June, as I understand it, and then practically after next June there will be no more in advanced R. O. T. C., taken into the advanced R. O. T. C.

LT. COL. GREGORY: That is right.

DEAN LOBDELL: That man who goes out in June will then go through a process, and possibly come back for further training.

LT. COL. GREGORY: He may. Or he may go directly to Officer Candidate School.

COLONEL DAILEY: He goes to Officer Candidate School. The juniors go to a special course at a training center, and from there they may go to the Officer Candidate School.

LT. COL. GREGORY: The 2-A men go directly to the Officer Candidate School of their branch. The juniors have a chance to come back as a result of their R. O. T. C. training.

DEAN LOBDELL: Let's come to my next question, the basic R. O. T. C. Is that to be continued?

LT. COL. GREGORY: I should like to have Colonel Fuller, who

represents the Fifth Service Command, answer that question, because he is in charge of that and is more familiar with it than I am. Colonel Fuller, would you mind answering that question, Sir?

COLONEL FULLER: The direction that the Commanding General of the Fifth Service Command received contained the statement that the basic R. O. T. C. training will be continued, for those students not in the military service. That would include, as I understand it, all students under 18 years of age. One university indicated that they probably would have 600 in that category.

The question is asked frequently as to training for those students who are deferred under selective service regulations as recently published in Bulletin No. 11, pertaining particularly to engineer and technical students, medical, dental, and veterinary students, and those in the preparatory courses for each of those. Under those circumstances, probably the colleges in engineering would have a considerably larger number in that category available.

I know that your thought will run to a further phase, with reference to the advanced course of training, or what has heretofore been designated as advanced training. We do not have information at the present time to answer that very specifically. There are some aspects of that matter that I know you will be thinking of, and they grow from the fundamental proposition that the War Department does not operate the R. O. T. C. and the institution does. The War Department operates the A. S. T. P., and the institution has its definite place in that scheme. I understand your question to be, what of R. O. T. C. training? Everything that has been done in an advanced course has been under a contract. No more contracts will be issued, so far as information has reached the Service Commander. Also, there was a provision stated earlier that a man could not enter the advanced course unless he had enlisted in the E. R. C., but that was an advanced course under contract.

DEAN LOBDELL: As I understand, the basic R. O. T. C. is to be continued. My next question is whether the military training given in the basic R. O. T. C. is in any way to be considered or a possibility of its ever being considered, even though the institution is, or the instruction is given under the Army, be considered as a substitute for a portion or all of this 13 weeks, for interrupting the progress of creating more engineering graduates, which all the services need to have.

COLONEL FULLER: Under certain circumstances, it is indicated—Colonel Gregory will correct me if I am wrong—that the completion of the basic R. O. T. C. shall be considered as the equivalent of the 13 weeks training.

LT. COL. GREGORY: That is correct. I might amplify your statement, Colonel, to this extent: That when a man is ordered to bas-

ic training, it is up to those in charge of the R. O. T. C. to determine when he has completed the basic training or its equivalent. Now there is no reason why, so far as the regulation itself is concerned, why the man who has had two or three years of basic training of R. O. T. C. can't have that time shortened. That is, according to the way that man measures up.

DEAN LOBDELL: Who is going to measure him? Which screening artist, and which measure?

LT. COL. GREGORY: It will be the R. O. T. C. Commanders, on their recommendation.

DEAN LOBDELL: I suppose, therefore, the Commanding Officer, or professor of military science and tactics, could make that recommendation.

LT. COL. GREGORY: He can, and it should accompany that man's record to the replacement training center. That goes on his official record.

DEAN LOBDELL: And if at the replacement training center he passes the proper screen, that recommendation counts?

LT. COL. GREGORY: After he is there for a period of time, they can determine whether or not he has satisfied the equivalent. But am I correct in this, Colonel, that he must spend 13 weeks, if he has had previous R. O. T. C. training?

COLONEL FULLER: No, you are not, Sir. As you have stated, the qualification of the man is to be determined. I meant to state that as we have a directive, it is permissible that the two or three years of R. O. T. C. training may be accepted as a substitute for the 13 weeks.

COLONEL DAILEY: A man going to a basic training camp can be picked out the very next day, if they want to, and send him to an O. C. T. Nobody is going to pick him out the next day, but if a man shows that he has R. O. T. C. training—and I have had those recruits come to me, and the first thing I did was to grab that bunch of cards and line those recruits up there and say "How many men have had military training?" and I would get them off and would say, "There you are, Sergeant—there are your instructors." And of course my eye is on the fellows, and just as soon as I find one of them who is a natural leader, I say "Recommend that man for O. C. T." The same thing applies right now. But at first it was said that a man must have 16 weeks and then 13 weeks before he could go to an O. C. T. Now it has all been changed. He can go the next day.

LT. COL. GREGORY: The same thing applies to Army Specialized Training.

PRESIDENT PARK: I want to thank Colonel Gregory for his presentation. I was glad to have had the opportunity to have you meet Colonel Fuller. We have a reformed dean of men, now a major in the Army, Major Don Gardner. Major, will you present any other members of the armed forces who may be with you, from the Fifth Service Command?

MAJOR DON GARDNER: Mr. President, first it doesn't seem we can ever get away from the Turner family. We have Colonel Turner of the Fifth Service Command, Fred's Uncle. (Applause) Colonel Johnson, Chief of Branch of the A. S. T. P. in the Fifth Service Command. (Applause) Lieutenant Sneider, in the same branch. (Applause)

PRESIDENT PARK: We have a few assorted college presidents in the group. We will surprise and relieve them by not asking them to stand. (Laughter)

... Announcements ...

PRESIDENT PARK: Are there any other announcements? We stand adjourned.

... The meeting adjourned at five-fifteen o'clock ...

BANQUET SESSION

Friday Evening, April 2, 1943

The Annual Dinner, held at the Faculty Club of the Ohio State University, convened at eight-ten o'clock, President Park presiding.

PRESIDENT PARK: Ladies and Gentlemen, you have already met the President of the University, those of you who are from out of the City. When I presented our President, I told you that he was a man of good judgment. I would like to present to you a demonstration of that fact. I want you to know Mrs. Bevis. ((Applause))

Colonel Bronzell, our Commandant, was with us for part of the afternoon program but wasn't able to stay. I didn't have a chance to present him to you. I wish you to meet Colonel and Mrs. Bronzell at this time. (Applause)

For the home talent, our faculty people who have not yet met the Secretary of our Association, I would like to present Fred Turner of the University of Illinois. (Applause)

Dr. Francis Brown of the American Council has made a great contribution to our program. Some of you have not had the chance to meet him. May I present, then, Dr. Brown. (Applause)

Coming to strictly home talent, I would like to present Mrs. Park. (Laughter and applause)

I am told that within a minute or two, there is to be a special program piped in here from station WOSU. Ordinarily, I would assume responsibility for anything of this kind that happened on the campus, but I must disclaim any responsibility for this. (I haven't heard it yet, and I want to disclaim it before you do. (Laughter)) I am told that it purports to represent an average day in the office of a dean of men. You may judge for yourselves.

... Presentation of radio skit ... (Applause)

PRESIDENT PARK: In case I didn't make it clear that I had no responsibility for that, I would like to emphasize it now. (Laughter) I would like, however, to have you meet the person responsible for this work of art, "Wib" Pettegrew of WOSU. Wib, will you step in, please? (Applause)

Twenty-five years ago, in another war time, this Association began its more or less checkered career. Only one of the founders is with us tonight, Dean Scott Goodnight of the University of Wisconsin, and we want to ask Scott to reminisce a bit tonight, tell us something about that original conference and anything else that happens to be on his mind on this silver anniversary. Dean Scott Goodnight. (Applause)

DEAN SCOTT GOODNIGHT: Mr. President, Ladies and Gentlemen: I am getting darned tired of being shoved around by the guys that run this Association. (Laughter) Yesterday they put me up on a platform with a hole in it, and when I fell in, they accused me of falling down on the job. Today, late this afternoon, somebody shoved a program into my hand, and when I looked at it, I was amazed and appalled to discover I was on the program. I had never had an inkling of it before.

Now if there is an association anywhere that has suffered, whose members have suffered agonies and tortures from the reminiscences of old-timers, this Association is both of them. (Laughter) So I am going to stage a one-man rebellion and refuse to reminisce.

There was an old gentleman who had begun to lose his hearing, and he went to a doctor about it. The doctor advised him to stop drinking. They didn't meet for some months. When they did, the doctor said, "Well, did you stop drinking, as I advised you to?" The old-timer said, "Hey?" (Cupping hand over his ear) The doctor roared the question at him, and that time he understood him and he said, "Well, yes, yes; yes, I did. I stopped drinking for a time, and my hearing improved. But what I had to listen to was so much worse than what I had to drink that I gave up and went back to drinking." (Laughter)

The very last thing, the very last crime which I want to unload upon my soul is that of having driven any of my fellow deans to drink, and especially since some of them wouldn't have to be driven very far. (Laughter and applause)

PRESIDENT PARK: Ladies and Gentlemen, we come now to a part of the program that I present to you with the very greatest of personal pleasure. Dr. Wallace Charters we think of as particularly our own on this campus. I suppose we are a bit selfish in that, because he has contributed to other institutions and other types of training so widely and so frequently that we ought not to claim him as peculiarly our own.

The possessor probably of more educational "firsts" than almost anyone else in American education, we are honored that he can be with us tonight. Director now of the War Training Program of the War Manpower Commission, I think the only reason we were able to get him here was perhaps a little homesickness for 15th Avenue and High Street. He was good enough to say that he would come, and we are happy to have him here, and I take great pleasure in presenting to you now Dr. Wallace Charters, who will speak on "The War and the Universities". Dr. Charters. (Applause)

DR. W. W. CHARTERS: The War Manpower Commission, of whose Bureau of Training I am Director, is composed of five different Bureaus. These Bureaus are called Selective Service Bureau, Bureau

of Placement, Bureau of Training, Bureau of Manpower Utilization, and the Bureau of Program Requirements.

The War Manpower Commission's Bureau of Training currently has six major divisions and these consist of the following: National Youth Administration, Vocational Training for War Production Workers, Rural War Production Training, Apprentice-Training, Training Within Industry, and Engineering, Science, and Management War Training.

The Bureau has one of the most interesting programs of education that has been developed within the history of the United States. It is an adventure in the full use of training in the support of war. The six divisions have, during the last year, trained five different kinds of people: unemployed people who are entering industry, workers in industry, supervisors, farmers, and professional and technical people. During the calendar year of 1942 they have trained 4,400,000 workers at government expense. This is about the size of 350 Army divisions and is as large as the army was in 1942. Particularly among these, the vocational schools have trained two and a half million people; the National Youth Administration, 600,000; and to these are added, 590,000 farmers, and 550,000 professional and technical workers. That is a very substantial program.

At the opening of the war, the schools were among the best organized government agencies to meet the rapid increase in responsibility. It is noted that the vocational schools received their money June 30 from Congress in 1941 and July 1, the next day, they had 75,000 people in training. The reason for the readiness of the vocational school and agricultural education is that they had been running for more than 20 years and had established several thousand centers, well-equipped and well managed. The National Youth Administration has been organized 7 years; Apprentice Training, 7 years; and Training Within Industry, 3 years. All that was necessary, therefore, when the war started was to add to an organization already in operation. It was not necessary to build from the bottom up.

These facts about what the schools have done and which I speak of with pride and without any sense of possession, because I inherited them, are not fully realized when people assess the importance of the activities of the War Manpower Commission. The public pays more attention to activities that are in trouble than to the steady inconspicuous jobs which have been done by training. Training has missed the accolade that might have come to it if it had had more difficulties. Under war conditions the function of the National Youth Administration has shifted. It was born in the midst of the depression with a fine conception of helping out-of-school unemployed youth to secure subsistence so that they might live and while they were living to gain an education. However, as time passed the welfare need for the National Youth Administration decreased because of the in-

creasing ease of securing employment. It has, therefore, evolved into a training agency with 39,700 training stations.

If the National Youth Administration is a training organization it is then obvious that we should eliminate the youth idea so that it can train anybody who needs training. It is equally logical to cut out the unemployed idea because of the striking fact that American industry is willing to put workers on the payroll and give them time to secure training before they begin to produce. The War Manpower Commission has asked Congress to make these necessary changes rather than to recommend that the schools of the National Youth Administration should be taken over by the public schools at the present time.

The interest of industry in training is one of the striking developments of wartime conditions. In normal times the typical training situation in industry is to employ unskilled workers and let them pick up their training from their associates on the assembly lines. In wartime, however, the percentage of new people is so high that this informal method has become entirely inadequate. Consequently industry has become training-conscious. It takes all the graduates of the government training courses; it sets up its own amateur training departments; it trains its foremen to train workers, and it sends its workers to schools to take extension courses to up-grade them for critical advanced positions. In many cases it has gone beyond this and has established substantial training departments. During the year we have been asked to make reports on over-all training programs in approximately 12,000 plants.

The present objectives of vocational training in the schools are radically different from the objectives of peacetime. In normal times, the vocational schools have two major objectives. One is to give all-around general education to its secondary school students and the other is to give a broad understanding of the place of industry in American culture and acquaintance with the skills of a particular occupation. In current wartime the objective of vocational training is to train people for a specific job on a specific machine in the shortest possible time. The four-year program in peacetime has been reduced to 8 weeks in wartime.

This narrow objective is acceptable under the stress of the needs of war production. When conditions again become normal, the objectives will be broadened again but undoubtedly more stress will be laid upon skill than has heretofore been maintained in vocational training in the schools. One result of our wartime experience will in my judgment be the growth in importance of vocational training and vocational guidance in the programs of secondary education. In the past vocational departments have been the step children of the high school family. Hereafter, the vocations will have a position of increased affection and good will in the hearts of secondary school fac-

ulties In the field of higher education, it is not the business of the War Manpower Commission to save the small college. It is important that they should be saved but the War Manpower Commission is assigned the duty of helping to win the war. Its attitude toward the colleges and universities is this: it seeks to secure the maximum amount of use that can be made of institutions of higher learning in training the people in the occupations that will help to win the war.

In the last three years there has been a widening of scope of the War Manpower Commission in the use of institutions of higher education. At first we were concerned with manning the industries and the Armed Forces. However, as this activity advanced, dislocations in the civilian economy became so great that they indirectly tended to repeat the war effort on machines. Consequently, attention is being paid to the needs for training of women in war workers' households, training of teachers, the education of clerical workers, and the upgrading of sales people. Bills to further these interests are on the ways. However these activities will not completely use the capacities of the colleges. In 1939 there were 1,400,000 men and women in institutions of higher education, this year there are 1,100,000. The Army and Navy will use about 200,000 study stations. There will be a substantial number of 4-F students in colleges and there will be women. It is likely from the best information that I can secure that the number of students in the colleges will be fewer than last year but not disastrously so.

Because of the competition of industry for the services of students with higher wages, the War Manpower Commission is sponsoring a bill to provide \$50,000,000 as student aid for the aid of the needy students to keep them in college to give them an opportunity to go to college in a 12-month accelerated program. What the future of this bill will be, we do not know.

. I have been interested in the effect that the war may have upon education, higher and lower. My opinion is as good but no better than that of anyone else and no opinion that I have heard has complete authority nor even validity. I see, however, two trends that are new in operation which will probably carry into the future, in part at least. A very strong movement is now being felt in the War Manpower Commission area of war training toward the functionalization of war courses. In case of thousands of professors we find the situation in which they sit down with their students and the employers of their students to define as exactly as possible what should be taught in courses under consideration. In these short courses of 11 weeks the professor does not give a content which is a diluted form of a semester course. He makes it much more functional and adds or subtracts from the normal courses whatever is demanded by conditions. This experience is widely spread over the whole nation in a large percentage of college faculties. Consequently, one may expect

that these experiences which are frequently very satisfying will be continued when the war is over. The result will be that practical needs will receive increasing attention in the courses where principles and skills are taught and closer cooperation between college and industry will be established.

The second result which will probably come out of the war is this. In the future colleges will, more than has been in the case in the past, consider themselves to be at the service of their regions. They will study the problems of the region to see how scholarship will advance the common problems of the area. Obviously they will canvas the possibilities of helping industry through training of people in fundamental subjects and their applications. They will also examine the possibilities of in-service training for commerce and industry. Beyond that they will examine the esthetic needs of the area and arrange to make some contributions. They must assuredly see that their students are well informed on social and political issues. Instead of offering a conventional college course that is completely divorced from the life of the community and can be offered as well in one location as another, they will set as their objective the contribution of scholarship that they can make to the problems of regional life as well as problems of national life. The college in the ivory tower on the hill will be in the new order a museum piece. In the future the contribution of the colleges, which have been substantial in the past, will be immeasurably increased because when the college is tied inseparably into the living culture of its region, the application of scholarship to practical life will contribute to practice and in return will enrich scholarship.

PRESIDENT PARK: We are grateful to you, Dr. Charters, for a most illuminating discussion of the opportunities that are ahead of the American colleges.

We heard today from the War Manpower Commission. We have heard from the Army, the Navy, and the Selective Service. Like Moses, we have been given a glimpse of the promised lands. I think we could paraphrase the old hymn and say, "And when the roll is called up yonder, we hope we will be there." (Laughter)

We are almost ready for adjournment, and I think you will not think I am presumptuous when I say to you that here on this campus we have a very close personal relationship with some of the people who are here tonight, and I want you to meet some of them. Deans of men do such a variety of things, Joe Bursley who teaches mechanical engineering, and Scott Goodnight who teaches German, and we have economists and geographers and a variety of talents in the group. Perhaps some of you would like to meet some of our people who are in your field, and I want to go quickly around the room and identify them to you.

..Introduction of faculty members of Ohio State University....

PRESIDENT PARK: Have I missed any one of the home folks? Well, I present them to you with a great deal of pride. They have all met the President, Dr. Charters, and he welcomed them on behalf of the University. He might, after hearing that radio skit, want to make some kind of a comeback. (Laughter) I will give him that opportunity now. Dr. Bevis. (Applause)

DR. BEVIS: There is a procedure in the courts of law called a demurrer. (Laughter) To the uninitiated, a demurrer says, "Conceding everything that is said to be true what of it?" (Laughter and applause)

PRESIDENT PARK: That is a fitting conclusion for the evening. (Laughter) We are adjourned.

The meeting adjourned at nine-thirty o'clock.

SATURDAY MORNING SESSION

April 3, 1943

The meeting convened at nine-five o'clock, President Park presiding.

PRESIDENT PARK: Always one of the most valuable parts of our Conference are the sessions conducted by groups of colleges with somewhat similar conditions, and the reports of those conferences are always a valuable part of our minutes as well. I shall ask Dean Gadd to report for the smaller group, in place of Dean Richards, who was unable to be here. Dean Gadd, will you make your report please?

DEAN WESLEY GADD (Colorado College): Mr. President, Members: This report was written by Dean Richards and in these meetings I think it is a credit to any secretary who can make a report out of all the heterogeneous things brought up and clarified so they can be put down in tangible report. This is Dean Richards' report, and it seems to be pretty accurate.

... Dean Gadd continued, reading the report of the meeting for institutions up to one thousand students..

Seventeen Deans from smaller colleges met in the Section of Institutions up to 1,000 students. The informal and informative discussions were over a wide range of topics arising from the war situation. Six or eight of the deans present were acting as Armed Service representatives of their colleges and had intimate knowledge of the problems faced by the men in reserve enlistments and induction.

It was evident that the smaller colleges are maintaining academic standards and giving individual consideration in the cases of men called to active service before the end of the term. With the exception of seniors in their final term, students are not given credit beyond what they have earned at the time they are called into service. Seniors are considered as individuals and those of satisfactory standing, throughout their courses are in some cases graduated with their class. The practices with regard to other men vary considerably.

Oberlin College gives no partial credit and refunds tuition in full for students called at any time during a term. Principia College refunds tuition proportionately on a per-diem basis and awards any part of a quarter's credit in the basis of time spent in class and the quality of work done. Others take positions between these extremes, many awarding no credit for less than half a Semester or Quarter and giving full refund where credit is not awarded, and proportional refund when credit is granted. There is little tendency to grant academic credit for military training before the student is demobil-

ized. Several of the colleges then plan to use the Armed Forces Institute evaluation of the student's specialized training. Regret was expressed that the Armed Services have not in most cases speedily called to active service, men reported as not in good standing. In some instances students in good standing have been called from college before students dropped for poor standing have been called from their homes.

The deans generally are doing all they can by furnishing information and recommendations to the students to facilitate their proper placement in the Armed Forces. Dean Bosworth of Oberlin College exhibited a printed form addressed to the Classification, Recruiting, or Personnel Officer and giving information on the educational history, military experience or training, extra-curricular activities, special skills, scholastic record and work experience of the student. While one college has guaranteed to scholarship holders called to active service that their scholarships will be available upon their return, most of the colleges are making no commitments. Bucknell University gives a scholarship credit of \$50.00 to scholarship holders to apply on tuition when the student returns but makes no further guarantee. State and National plans for scholarship assistance of returning men are being watched with interest. Consideration is being given to the place of extra-curricular activities on campuses with military units. Some of these units have specialized concentrated courses which demand so much of the Trainee's time that there is little opportunity for him to enter normal student life. There is evidence, however, that the projected Navy V-12 program will permit participation. If this is the case, the group favored the inclusion of an "activity fee" in the Navy Contract and every effort to treat the men as regular students. A number of colleges are revamping courses to meet the needs of civilian boys who may register for one or two terms before induction. In some cases regular courses are being offered on a concentrated basis, and in others the courses are being rewritten to point them up to the needs of these short-term men. The general sentiment of the group seemed to be in favor of as much solid work as the men have time for in the basic subjects. Less emphasis is given to emergency courses not previously offered.

Only one of the colleges represented has had experience with the Federal Student Loan Plan. In discussing the plan with Dr. Waugh, a number expressed interest. Others admitted that their own loan funds were not being largely used by students who preferred work opportunities instead. No conclusions were reached regarding problems which would be faced by the deans as the hostilities ceased, although members of the group showed a lively interest in this topic.

PRESIDENT PARK: Thank you. Is there any comment or question about any of the points raised here? We assume that the discussion took place in the group, and probably there would seldom be questions here.

SECRETARY TURNER: Could I ask one question, Joe? Was, did it seem to your group that N. Y. A. was a dead horse?

DEAN GADD: Yes, Sir.

DEAN HUBBELL: It ought to be.

DEAN GADD: I think it was touched on, Fred, and it seemed to be that it was sort of some pressure movement, or some who had a very deep interest in it and possibly believed in it, trying to keep it alive, in which the deans present did not quite see their viewpoint.

DEAN DUSHANE: I was sitting here finding myself amazed at the amount of wisdom and the number of subjects we covered the other night; although I was there, I hadn't quite appreciated the extent of our discussions. And here Fred Turner picks out the one thing that we didn't cover at all. (Laughter)

PRESIDENT PARK: Yes, the Federal Loan Program. Any further comment?

..Discussions off the record..

PRESIDENT PARK: Are we ready now for the second report? We will ask Dean Warden to present the second report.

DEAN CLOYD: Mr. Chairman, I think that Dean Warden is not here. He gave me his report.

In this group of 1,000 to 5,000 students, one of the questions raised was about future of the dean of men and some felt the future appeared rather dark, because civilian students were decreasing very rapidly in number, and if the experience with these special contracts was any guide, that the Army and Navy trainees under the specialized training program would make only limited or no use of the dean of men.

Second, that the Y. M. C. A. might be able to provide, or probably looked like it might undertake to provide the services for the Army and the Navy trainees that the dean of men usually performed.

The second question was some rays of hope for the dean of men. The increase of lower age group of students would mean more counseling was necessary rather than less, and therefore the dean of men would have plenty to do. Others expressed the idea that faculty men having smaller groups in their classes would do more of the counseling and have more intimate touch with students, and probably would help in that situation. Again, that there is definitely a rehabilitation program facing the colleges with these men who would be coming back, as they did after the first World War, and that apparently there was in the offing a bill, that had already been passed, rather, that offered from \$80 to \$100 a month for these returning men. A solution was suggested, that the dean of men go into some

teaching which he may have left off during recent years. Second, that he might take a leave of absence and go into something that would give him a touch with the outside world that he had gotten away from in these years when he had been closely tied down on the campus.

Some other points raised were the questions of extra-curricular activities, how far these trainees would take part in them. And we raised the question there about the early elections to student organizations on the campus, because of the fact that our juniors and seniors were being taken out in the E. R. C. and otherwise by graduation. Then the question came up of a loss of leadership on the campus because these older men were being removed. And then we did have quite a discussion with Dr. Waugh on several of these points that have been raised already about the loan fund, and the question of cancelling of loan funds by those entering the service.

If I may add just one personal opinion about the dean of men, I feel a good deal about the dean of men like I do about the fraternity. We spent a good deal of time in conference, wondering whether or not it was going to go through this crisis, and what could be done to help them. My opinion there is the same as it is about the dean of men: that if the fraternities are what we fraternity men think they are, then they have got within themselves that which will enable them to withstand this crisis. And if they haven't got it, I am not sure we need to worry a great deal about whether they live or don't.

I feel a great deal the same way about the dean of men. I feel if the dean of men on the campuses, if his work means what we in this group believe it does, there isn't any danger of the dean of men being thrown out on his ear or being made into janitors, but rather there will be plenty for him to do in the condition that faces us.

PRESIDENT PARK: Any comment on this report? I feel as if that group must have been a little pessimistic at the time they started their discussion. Every once in a while in our minutes we run across someone who raises grave doubt about the future of the dean of men, and I hope some time we will go through a conference where we have a completely different viewpoint. Maybe we need to have sort of a pep session some time before we begin our conference.

DEAN BUNN: In connection with the points we are talking about, about what the dean of men will do, it seems to me there are two things we overlooked. I have been looking forward to the time when I could answer a lot of problems by some research and things of that kind, problems that have come up through this year and last and so on. There are many jobs that have to go undone because of the pressure of students desiring interviews and things of that kind. And I have been looking forward to the opportunity to do a lot of that in the next year or two, but up to the present

time I can reflect Fred's statement there that I have less time than I have ever had before with fewer students to serve. So I don't know whether that is going to be possible or not, but if it is, I think there is just a world of information that we would like to have, and I am not sure but what our Association might lay out some problems for those who do not have much responsibility, and assign certain tasks to get answers to questions that we would like to have for the future, which would be helpful to all of us.

The second thing is this: I am sorry we didn't get to a discussion yesterday when we had the Navy and Army here with us, the discussion concerning our responsibility in this specialized training program of the Army and the college training program of the Navy. You probably recall in the mimeographed material that has been distributed by the Navy Department and the War Department concerning the reports that they desire, the Navy Department has gone to great length to lay out certain factors or characteristics that they would like to have personal information about each individual in the training program in the schools. The Army has laid out a less comprehensive form, suggested form, for that information.

Now I have been wondering just how serious they are about the request for personal information about these people. I discussed it after the meeting yesterday a little while with Colonel Gregory, and he said they were going to ask for those reports periodically. Well, if that is true, it seems to me we have got a more difficult task in securing that than has been the case in keeping up our records concerning our civilian students, for the particular reason that if the housing of these students and the discipline and such things as that are to be directly under the commandants, we are not going to have quite the opportunity to get in touch with these boys as was the case with our regular students in the past.

Also their time schedule is a lot heavier than is the case with the regular student, and therefore they are not going to have the leisure to find time for conferences with the dean of men or his assistants. And I don't know whether any of you have discussed that with any of the armed services or not, but I would like to know really if any of you have information along that line as to what plans you are making and what obligations you have found that the dean of men will be held to in connection with these personal reports. That is a tremendous job if they really mean that they want a full personal record about each of these individuals.

SECRETARY TURNER: I don't think there is any doubt they are going to ask for these records on everything the boy does to be kept, but my next question is, what are they going to do with them? I'll bet they never look at them after they get them.

DEAN HUBBELL: We had a teacher a good many years ago

who taught a very dull and uninteresting course in Spanish, and some wise student thought he would test it out a little bit, and instead of answering the examination questions, wrote the questions over and over again, and passed the course. After the student graduated, he came back and told the instructor, and he dug out the questions and found it to be true. The man isn't teaching with us any longer. I don't know how they are going to get them all together at the right place at the right time.

DEAN WATSON: In regard to this report, I believe Dean Guess of Mississippi had some comments to make on the lack of data on programs in the deans of men convention, and a discussion about the relationship between deans and religion. Did you have anything of that in your notes?

DEAN CLOYD: No.

DEAN WATSON: I think they agreed that on most campuses they did work fairly well with the religious counselors and so on, but I thought maybe for the record, to keep you straight on what happened in that discussion, we did spend some time on that topic of the relationship between the dean of men and the various religious forces which help to guide the life of the boy.

PRESIDENT PARK: I think we are ready now to proceed to the third report, which Dean Goldsmith will present.

DEAN F. I. GOLDSMITH: Mr. Chairman, we gathered in Parlor J and were about to get off to a good start, when Fred Turner invited us all up to his "bridal" suite" on the tenth floor. And then, in spite of several entertaining interruptions, we managed to use probably an hour and a half in an old-fashioned jam session.

Coming last in giving these reports, there will be of necessity some repetition, so in summarizing the discussion of the deans who represented institutions of 5,000 or more, I shall treat this in more or less of an abbreviated manner, much the same as the skirts the young ladies are wearing nowadays--short enough to be interesting, but long enough to cover the subject.

Now the first question that was raised was given as follows: Except for attending classes, what is the student body doing on your campus to help win the war? It was found on most campuses that a Student War Council had already been formed, made up of both men and women students, and it was functioning in a positive manner. Some of the worthwhile things that the War Councils were doing are summarized as follows: Conducting effective scrap drives. Conducting war bond and stamp sales. Arranging U. S. O. and similar recreational programs both on and off the campus. Conducting war gardens. Co-operating with the Red Cross in donating to the blood banks. And in at least one institution, certain war projects had been transplanted

from some of the local industrial and war plants to the campus laboratories and shops.

Then the old question about the fraternity situation came up, and it was found on some campuses that certain fraternity houses had already closed, and in some cases had reopened as boarding clubs or boarding houses. On most campuses it was felt that fraternity houses that were still operating were expecting to close at the end of the current term or semester. It was pointed out that on some campuses where fraternities had already been taken over by the armed forces, that the men living in these houses were not eating there—simply living there, and eating in union buildings, residence halls, or other large buildings or central buildings. And by the way, Colonel Turner, Fred Turner's uncle, sat in on the discussion with us and gave us some pertinent facts regarding Army contracts that have already been signed in the Fifth Service Command.

Then we discussed the present recreational programs on campuses, and it was found that most universities have a very much curtailed program of social activities at the present time or for the coming quarter or term. Some schools that normally have had a ban on Sunday dancing are now allowing fraternities, sororities, and similar organizations to have open house on Sundays, that is the afternoons and evenings. It was felt that some schools are putting most of their efforts on service men and trainees in uniform, and more or less neglecting medical students, 4-F's, and other students who are not in uniform.

Then the question about academic procedure on the campus, particularly as it affects credit transfer. Many of the schools differed in this matter. Some are giving full credit to those students who enter the armed forces after the middle of the term. Others are giving partial credit and partial refund. And some schools, as we have already discussed in some of the other meetings, have set up a definite number, minimum number of credit hours that a student may have for a minimum or maximum amount of service during the war.

Then the last subject that was discussed concerned problems of cheating, rumors on the campus, and jitters. The honor system it was felt was not in keeping with the code of modern youth, and it was brought out that war seems to be the current alibi for most students that have jitters. It was also brought out by the faculty men representing the deans that the faculty on most campuses are as responsible, if not more so, than the students for many of the rumors that go around the campus. And last, the attitude of students during the past five or six months toward going into the armed services is almost a complete about-face of what it was a year or more ago.

PRESIDENT PARK: Is there any comment or question relative to this report?

DEAN GUESS: I would like to ask what is the experience of

the men here about U. S. O. functioning on the campus. According to Army plan, the U. S. O. is to function in the community, and the other agencies on the campus. Has any policy been established anywhere on that?

PRESIDENT PARK: I believe Colonel Gregory indicated--either Barker or Gregory--that the campuses would be expected to furnish their own services. The U. S. O. would not go in on the campuses.

SECRETARY TURNER: Colonel Gregory said that.

DEAN GUESS: I understood him to say that the campus would be expected to, but I didn't understand his statement that the U. S. O. would not come on the campus. We have that question up now. We had the request from the local U. S. O. unit if they could occupy a building on the campus, and I don't know what the U. S. O. policy is for the college situation. I know if they come to the campus, they can only serve men in uniform, and we are trying to set up our policy on the campus where all students, civilian and soldiers, can be served at our various social places on the campus, and if they have residence on the campus, or residence hall, that would limit their service only to men in uniform if they are a U. S. O. unit.

PRESIDENT PARK: Any further comments?

DEAN T. W. BIDDLE: Dean Park, we have had some experience on that at the University of Pittsburgh, particularly with our Air Corps unit. The commandant has taken this attitude: that the Air Corps men are officers in training. The U. S. O. is an enlisted man's organization. Therefore there should be no relationship between the two. So the U. S. O. feels quite unwelcome on our campus, not on our statement but rather on the Air Corps Commandant's statement. And further, the U. S. O. is unwilling—we have cleared the thing the whole way through—unwilling to come on because of the general policy with respect to it being the responsibility of the college organizations to render that service.

DEAN DuSHANE: Is the U. S. O. strictly for enlisted men, by definition?

PRESIDENT PARK: I can't answer that. I had the impression that it was.

DEAN BIDDLE: We had some experience on that, too. By definition, it is not so, but some of the men with more Army background than I have can bear me out on this. It is particularly for the Army, for the service man; as such, will be accepted by the enlisted man; as such, the officer will not be comfortable there. Is that about right?

COLONEL DAILLEY: Yes, Sir, and I think probably you take the reverse of that, the enlisted man would not be comfortable if officers were there. Only tradition enters into that.

PRESIDENT PARK: Any further comment? I think we are now ready to enter into the business session of the conference. Let's begin by having the report of the Committee on Resolutions. Dean Somerville.

DEAN SOMERVILLE: Mr. Chairman, I would like to ask that we break these down and act on them in two parts, because the first two are in reference to the demise of two of our former deans. I think it would be very well if we would all rise during the reading of these two, before they are passed.

PRESIDENT PARK: Shall we stand, please?

DEAN SOMERVILLE: "Whereas, Through the death of Dean Martin Luther Fisher of Purdue University, our Association has lost a most valuable member, and Purdue University, where he served for 30 years, and the whole field of education, a great administrator, educator, teacher, author, and counselor; therefore, be it

"RESOLVED: That the National Association of Deans and Advisers of Men, through this means, express our sincere respect and esteem for Dean Fisher, our keen sense of loss in his passing, and our deep appreciation of his fine contributions to this Association and to the cause of education; and be it further

"RESOLVED: That we extend to his family our deepest sympathy, and that copies of this resolution be sent to Mrs. Fisher and the President of Purdue University."

"Whereas, Through the death of Dean Giles Emmett Ripley of the University of Arkansas, our Association lost a valuable member and the University of Arkansas a fine teacher, inventor, and counselor; be it

"RESOLVED: That the National Association of Deans and Advisers of Men, through this means, express our sincere respect and esteem for Dean Ripley, our keen sense of loss in his passing, and our deep appreciation of his contribution to this Association and to the cause of education; and be it further

"RESOLVED: That we extend to his family our deepest sympathy, and that copies of this resolution be sent to Mrs. Ripley and to the President of the University of Arkansas."

Mr. Chairman, I move the adoption of these resolutions.

DEAN HELSER: I second the motion.

PRESIDENT PARK: Those in favor of the resolutions will indicate by saying, "aye." It is not necessary to ask for those opposed. Carried.

DEAN SOMERVILLE: "Whereas, This 25th Annual Conference of the Deans and Advisers of Men has brought us together in this time of change to consider our part in the cause of democracy, ultimate

victory, and post-war planning, through discussions and sharing of experiences in planning for the future; be it

"RESOLVED: That we extend our thanks to our host, Dean Park, and his staff for their hospitality and care so that our stay was pleasant and profitable, to President Bevis for his address of welcome, to Ohio State University for its contribution to the success of our meeting, and to Governor Bricker for his fine presentation; and be it further

"RESOLVED: That we express our appreciation to the officers of our Association, Deans Park and Turner, for the fine program, and we extend our thanks to all those who appeared upon the program for their valuable contribution in helping to solve the difficult problems facing all of us."

Mr. President, I move the adoption of this resolution.

DEAN CLOYD: I second the motion.

PRESIDENT PARK: Those in favor of the resolution will indicate by saying, "aye"; opposed, "no." The motion is carried.

DEAN SOMERVILLE: "Whereas, Post-war planning will involve legislative enactment and federal appropriation and therefore involve the judgment of members of Congress, the Association of Deans and Advisers of Men, in their annual meeting, urges that Congress take an active part in all such planning."

Mr. President, I move the adoption of this resolution.

. . . The motion was regularly seconded . . .

PRESIDENT PARK: Is there any discussion?

DEAN DuSHANE: To whom is this resolution addressed?

PRESIDENT PARK: That I understand is to be left to the discretion of the Secretary. I presume that you are following out the suggestion that was made yesterday.

DEAN SOMERVILLE: Following out the suggestion that was made yesterday by Dr. Brown.

SECRETARY TURNER: Did he offer any suggestion as to whom it might be sent?

DEAN SOMERVILLE: No.

DEAN DuSHANE: I asked because I am not sure whether it would be addressed to Congress telling them they had better start looking in on it, or to post-war planning agencies that they had better call Congress in.

PRESIDENT PARK: I presume what Dr. Brown had in mind

was the hope that the educational organizations themselves would not try to submit a plan without some political advice as to ways and means of implementing the program. Is that the general opinion?

DEAN HUBBELL: I had a different point of view about that. It seemed to me that he was indicating that some of the plans that have had rough going through Congress have had that because the agencies which proposed them did not seek Congressional thought in presenting them. For instance, it has been stated in the press that one of the reasons that the Ruml plan has had stiff going is because somebody outside of Congress thought of it. The idea of getting the Congress itself interested in the problem so that they will approach it as their baby, perhaps, and not as something that is left on the doorstep. That is a little bit different, but that was the sense I have of it.

PRESIDENT PARK: Further discussion? If not, those in favor of the motion will indicate by saying, "aye"; contrary? Carried. Thank you, Dean Somerville.

We are now ready for the Committee on Place and Nominations. Dean Corbett will present that report.

DEAN L. S. CORBETT: Mr. President, our Committee met and struggled with the matter of a place of meeting and time of meeting for next year. We could come to no agreement, and so we recommend to the group that the matter of time and place be left, with power, to the Executive Committee. I so move.

DEAN CLOYD: I second the motion.

PRESIDENT PARK: If you will permit the Chair to comment, that seems eminently sensible in these times of change. We certainly can't anticipate what the situation will be a year from now, both as regards transportation and the situation of the colleges. Those in favor will indicate by saying, "aye"; contrary? Carried.

DEAN CORBETT: And for a slate of officers, they recommend: For President, Dean Julian of South Dakota. Vice-President, Dean Lange of Ohio University. And Secretary-Treasurer, Dean Fred Turner of the University of Illinois. That comes as a recommendation of the Committee.

PRESIDENT PARK: You have heard the recommendations of the committee. Are they seconded?

DEAN DuSHANE: Second.

PRESIDENT PARK: Is there any discussion? Further nomination? If not, those in favor will indicate by saying, "aye"; contrary? Carried, and so ordered.

I would like to congratulate the organization on the selection of new officers. I wish that it had been possible for Dean Julian to

be here today to make such comment as he wished on his policy for the coming year. Will you allow me to say a word or two at this point?

I think any set of officers you may select, in building a program for you, are faced with a dilemma as to whether they shall do the sort of thing that we did this year and try to plan for tomorrow without going much beyond that, or whether they shall try to do something that we might think of as long-range planning and try to develop a philosophy. At the moment, the former seems to have been the most helpful, and I wish we might take 10 or 15 minutes to give you an opportunity to make such suggestions as to the type of thing you would like to have presented, thinking now a year ahead, so that your officers might be guided by your wishes in the matter. Do you have any thought you would like to express on that?

DEAN HUBBELL: Dean Park, I don't know whether what I have in mind is directly along that line. It is my own personal point of view, I don't know that I would insist that anyone else adopt it, but I would like to offer it for what value it may be at this time, and it seems the appropriate time to say this.

My first introduction to this Association was in 1929 in Washington, D. C., and for a number of years it was impossible for me to come, and I began some years back and have been here rather steadily since then. And this morning, as I was awake and wondering whether I would go to sleep again or get up, I began to think about the Association. It has been of great value to me in two ways: first, the exchange of ideas, the feeling that I can come and hear men who were a lot smarter at the job than I can ever hope to be, what they had to say about it, the warmth and the friendliness that I have more and more begun to feel as the barriers of timidity were broken down that seem to keep people apart sometimes; and I began to wonder what possible contribution I ought to make. I haven't any answer to that. It seems presumptuous to think that I could do something. But I believe that a healthy association of any sort is in the nature of perhaps a mutual contract in which both parties contribute something to the other.

The man who is always receiving and never giving out, ends up disastrously. And for this association to have healthy and sustained growth, those of us who accept membership in it I think must face the obligation of at least endeavoring to see what we can do to keep it being of value. It must not only be the duty of the officers and the Executive Committee. As I say, I don't see the answer to that in my own case, but I am sure that there is enough productive ability in the group represented by this Association to not just find ways of keeping it alive; if it can't survive because it is doing a valuable thing, as was said about the dean of men, it ought to die anyway. I don't think it is going to die. I am not worried a bit about that. But part of the value that comes to us from the Association is the fact that we not only

know that it is good, but in the right sort of way other people who are not in it know that it is good, too.

Now I should be the last one who would want us to get a high-powered press agent and grab publicity the way too many activities and organizations do, just to keep themselves going, but I have had two or three ideas. I don't think any of them are any good, so I am not going to bore you by mentioning them now, but I wish that we might all, if I may have the temerity to suggest that, give thought to it and see what we can do during these next years. I think if we have ideas, perhaps send them along. I know people are doing that to the honorable Secretary anyway. And I think it is one of the grandest associations I know about, and I am sincere in saying that. One of the most potent reasons for making me feel that is the friendliness, the comradeship, the right to agree and disagree, and to go home and do as you darn please anyway, after you have listened to everybody; and I think it's swell. I am for it.

DEAN SOMERVILLE: Mr. President, I think in reference to your major proposition there, we are going to find ourselves involved in our work in both the present as well as the future. Some of our time will be taken up, some of us, mostly with things that we have to do that are pressing, and I hope that there will be some four or five or half a dozen who will have more time than some of us may have, to think ahead in the future in regard to the matter of policies and the future work of the deans of men. Dean Hubbell has just spoken. The other day I was talking to him and he, in a joking way, said, "Well, we have the thing set up now so it is barely possible that the president will answer all the letters and I will look after the farms." I can think of no better man, and no better place where a farmer could have a better chance for thinking about the future of this organization, and if we have four or five men that will have this opportunity, I think that by next year there will be a possibility of that group getting together and bringing to this organization something of their thought and action in regard to the future, the long-range work of the deans of men.

DEAN LANGE: Mr. President, if I am late,, I will have to blame my rowdy companions, DuShane there and Bunn and the others, who enticed me into the drugstore last night for two plates of ice cream along about midnight. But there is one thing that has come up that is so important, it seems to me, that I am ready to make a suggestion. That is, Fred, it is impossible to get those proceedings out within a year or two after the time these famous words are uttered. Is there any possible chance that you or a committee appointed by the President could make a brief digest, five or ten mimeographed pages, that could be gotten out within the next month, so that we could have the value of the material that has been presented here?

SECRETARY TURNER: I expect to do that.

DEAN LANGE: Good.

PRESIDENT PARK: Will you express yourselves as to your wishes in the matter of membership participation versus distinguished people from outside the membership? I think the program this year has leaned too heavily in one direction. We have brought in authorities and have been glad to have them; they have made a great contribution to our thinking, each one of them. But I have missed the careful sort of report that has been characteristic of our meetings some years more than others, where some member of the Association sat down to think about one of our problems and perhaps asked other people to contribute toward his thinking, and he has presented the result of that to the conference and we have all benefitted from it. What do you think about that? Should we have more member participation on the program? We will always have opportunity for participation in discussion, of course.

DEAN BUNN: Mr. President, I think in answer to that query of yours, it depends very largely upon the problems that face us, and I think this year the problems that we had before us were of such a nature that we needed the type of program which was presented, and I for one was well pleased with what we had here these three days. I think my trip across country was well worth while, and I have been doubly repaid.

I might remark that I was one of the 87 key men that was requested to be here, because I hadn't planned to come until my president sent me, after receiving a letter from President Bevis. For next year, however, it seems to me that we are going to have problems that are peculiar to us in our work, and it is time that we begin thinking about them and preparing for them. I refer in particular to our counseling job in handling students, those who will soon be returning from the wars, from combat, on our campuses. We have in our Association many men who experienced the difficulties and the problems after the last war. I think they are going to be doubly difficult this time. Human nature doesn't change, so the problems will be similar, and I think we all need some very good advice and direction and information from the experience of some of our older members to help us in our thinking and in our planning, in preparation for handling our jobs as soon as this war is over and these boys begin to come back to us. And I would offer the suggestion that our program for next year be centered somewhat along that line.

SECRETARY TURNER: Joe, I might make a little comment on that. In working out these programs, we have had to think about two things. If you have been in on any of these sessions where they have discussed previous meetings, you will find in almost every instance that the people who were there and who have attended a good many say the best two meetings we have ever had were the meetings at Roanoke, Virginia, and Gatlinburg, Tennessee. And why were they the best meetings? Because they were just our own group, no outside speakers, with the sessions devoted entirely to discussing our own problems, and

I expect more sessions held on the porches and in the sun parlors and in people's rooms than any other place, and those are the two meetings that people say they remember best.

At the same time, when we come to a metropolitan area such as Columbus, we are faced with a problem that for many years was discussed over and over in this Association, and that was, how can we get good and desirable publicity for this Association? Well, the National Interfraternity Conference proved the way to get good publicity about anything, and that is to get your top-notch speaker and you get the publicity. For years the National Interfraternity Conference went along without getting the type of publicity that it wanted, and then all of a sudden somebody had the bright idea of getting a national figure or two on the program, and immediately the good publicity began to come forth, as these individuals lent their strength and their reputations to the Conference, and the Conference rode along on the shirrtails.

Well, we have done a certain amount of the same thing. When we have met in the metropolitan areas, we have deliberately gone about seeking figures that would bring us desirable publicity. Some of the men who haven't attended all the sessions won't remember this, but Scott Goodnight and Dean Helser and some of the others will know that for many years we worried and worried about the fact that we couldn't get good, desirable publicity for the organization. Well, there is just one way to do that, and that is through the use of people who have the reputations that will put them on the front page, or at least the second or third pages of the papers.

In building the programs when we have been in the metropolitan areas, we have almost always tried to include someone who would attract the attention of the newspapers, and we have done that with a certain amount of success. That is possibly a little selfish on our part, but that is the way we have deliberately gone about building programs at times, to get the value of publicity where we are meeting in a metropolitan area, by using outside speakers whose names would put them into the papers. I still think that we probably get more out of the meetings where we simply sit as a committee of the whole and discuss what we are doing, and yet there are these other angles, the publicity angles and the bringing of the information to us, of course, from the experts, and those are the things that we have had in mind in building the programs. I thought I would like to add that just for the background material.

PRESIDENT PARK: Before I turn the gavel over to Larry Lange as representative of the new administration here—in the absence of the President, we will ask the Vice-President to take over—I want to make a final statement. Let me express my appreciation to Fred Turner. It has been obvious to all of you what contribution he makes every year to the on-going of the organization. I can't think of anybody that would be finer to work with than our Secretary.

I would like to express to my own assistant, Bill Guthrie, my personal appreciation for handling the dinner last night, and to "Duke" Wellington for his care of the details in connection with registration and other matters; and then to all of you for your participation in the program. The fact that you came was in itself a distinct contribution to the program. Travel these days is not pleasurable, and I personally appreciated the effort that so many of you have made to come to this convention. It has been a great pleasure to serve you. Larry, will you take over? (Applause)

..Dean Lange assumed the Chair..

CHAIRMAN LANGE: If you don't mind, I will just get the feel of this for a moment. (Referring to gavel) Well, I hope it works in the future as well as it has worked in the past.

Joe, I think we all agree that you have put on a perfectly grand meeting this year, and while I only had to come 78 miles, getting up at the hour I had to to get here was worse, I think, than John coming all the way from Stanford.

I feel about this Association the same way that Hub expressed a little bit before. The biggest value to me is the fact that we have a small group that gets to know each other fairly well, and then can go back with that grand feeling inside where misery loves company, and you know the other fellow isn't sitting so pretty either.

We were talking about this just yesterday. We were saying how grand it is to have Scott with us and Joe Bursley—thinking of that group that has kept this business of deans of men going right from the very start, and how as we look around we begin to see a younger group coming along, men who have had particular training in the work for dean of men as opposed to the men who started it and went into it because they had the natural capacities and abilities to work with men. And I think that is a grand thing, and we younger fellows feel that we want to stick together and get all we can from you who have gone before us, and to show us the way. And so, as we try to work with you and with the ever-present Fred Turner here in pushing this N. A. D. A. M. forward, remember we have got to count on you to show us the way.

Is there anything further?

. . . Announcements . . .

CHAIRMAN LANGE: Is there any other business to come before the meeting? If not, we will declare this session adjourned

..The meeting adjourned at ten-twenty o'clock..

APPENDIX A

Official Roster of Those in Attendance at the Columbus Meeting

Name	Institution	Title
Alderman, Wm. E.	Miami University	Dean of College of Liberal Arts
Armstrong, James W.	United States Navy	Lieutenant
Bevis, Howard L.	Ohio State University	President
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Ballif, John L., Jr.	University of Utah	Dean of Men
Balentine, H Dwight	Muskingum College	Acting Dean of Men
Barker, J. W.	Navy Department	Special Assistant to Secretary
Black, Harold L.	Westminster	Acting Dean
Bosworth, E. F.	Oberlin College	Dean of College Men
Bricker, John W.	State of Ohio	Governor
Brown, Francis J.	American Council on Education	Consultant
Brunzell, Otto L.	Ohio State University	Professor of Military Science
Colonel.		
Bunn, John W.	Stanford University	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Counselor to New Students
Carlson, Harry G.	University of Colorado	Dean of Men
Christensen, Bernard V.	Ohio State University	Dean of College of Pharmacy
Charters, W. W.	War Manpower Commission	Chief of Training Division
Doctor		
Clarke, C. L.	Illinois Institute of Technology	Dean of Arts and Sciences
Cloyd, E. L.	North Carolina State College	Dean of Students
Conklin, Arch B.	Bowling Green State University	Dean of Students
Copeland, Fayette	University of Oklahoma	Counselor of Men
Corbett, L. S.	University of Maine	Dean of Men
Dailey, George F.	Louisiana State University	Commandant and Dean of Men
Colonel		
Daly, B. C.	University of Wyoming	Dean of Men
Dirks, Louis H.	DePauw University	Dean of Men
Distad, H. W.	University of Akron	Acting Dean of College of Education
Duerr, Alvan	National Interfraternity Conference	Chairman
Doctor		
DuShane, Donald M.	Lawrence College	Dean of Men
Enyart, A. D.	Rollins College.	Dean of Men
Evans, D. Luther	Ohio State University	Junior Dean of College of Arts and Sciences
Fuller, A. L.	Fifth Service Command	Colonel
Colonel		
Gadd, Wesley	Colorado College	Dean of Men
Gardner, D. H.	United States Army	Major
Major		
Ginn, Howard C.	Ohio State University	Assistant University Examiner in Charge
Goldsmith, Fred I.	Purdue University	Dean of Men

APPENDIX A (Continued)

Goodnight, S. H.	University of Wisconsin	Dean of Men
Greene, Founta D.	Ohio State University	Assistant Director of Student Employment
Gregory, W. E.	War Department	Lieutenant Colonel
Lieutenant Colonel		
Guess, R. Malcolm	University of Mississippi	Dean of Men
	Ohio State University	Director of Student Employment
Guthrie, W. S.		
Helser, M. D.	Iowa State College	Dean of the Junior College and Director of Personnel
Hindman, Darwin A.	University of Missouri	Director of Student Affairs
Hubbell, Garner E.	Principia College	Dean of Men
Humber, Wilbur J.	Kalamazoo College	Dean of Student Affairs
Humphreys, Allan S.	University of Arkansas	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Irvine, W. Bay	Marietta College	Dean
Johnston, W. G.	Fifth Service Command	Colonel
Colonel		
Jones, Lawrence D.	Ohio State University	Associate Professor of Engineering Drawing
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Klepser, Harry J.	Capital University	Dean of Men
Kinsel, Delber E.	Ohio State University	Assistant Dean and Auditor of Student Accounts
Lange, Laurence W.	Ohio University	Dean of Men
Linkins, R. H.	Illinois State Normal University	Dean of Men
Lloyd, Wesley P.	Brigham Young University	Dean of Men
Lobdell, H. E.	Massachusetts Institute of Technology	Dean of Students
Love, Lieutenant	United States Navy Recognition School	Lieutenant
Lucas, John W.	University of Omaha	Dean of Students
Luxon, Norval Neil	Ohio State University	Co-ordinator, Army Specialized Training Program
Lyman, Elias	Northwestern University	Director of Student Affairs
MacQuigg, Charles E.	Ohio State University	Dean of College of Engineering
Manchester, R. E.	Kent State University	Dean of Men
Mitchell, Fred T.	Michigan State College	Dean of Men
Montgomery, Robert	Muskingum College	President
Morris, Clyde T.	Ohio State University	Professor of Civil Engineering
Moseley, John O.	University of Texas	Dean of Students
Murphy, A. J., Jr.	Carnegie Institute of Technology	Assistant Dean of Men
Nordstrand, Norman	St. Olaf College	Dean of Men
Olmsted, C. T.	University of Michigan	Assistant Dean of Students
Page, Ralph E.	Bucknell University	Dean of Men

APPENDIX A (Continued)

Palmer, T. D. Colonel	Fort Hayes	Colonel
Park, Joseph A.	Ohio State University	Dean of Men
Postle, Arthur S.	University of Cincinnati	Dean of Men
Porter, C. Scott	Amherst College	Dean
Rea, W. B.	University of Michigan	Assistant Dean of Students
Reid, Harold O.	University of Akron	Associate Professor of Education
Renneker, George J.	University of Dayton	Dean
Richards, C. F.	Denison University	Dean of Men
Schoaf, Laurence	Capital University	Entrance Examiner
Shank, J. R.	Ohio State University	Assistant Director of Engineering Experiment Station
Snyder, P. E. Lieutenant	Fifth Service Command	Lieutenant
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Spathelf, Victor F.	Wayne University	Director of Mens Activities
Stoker, Gertrude	Ohio State University	Assistant Dean of Men
Stradley, B. L.	Ohio State University	Dean of College of Arts and Sciences
Thompson, E. Austin	American Red Cross	
Thornberry, William D.	Indiana University	Assistant Dean of Men
Tinsley, R. W.	University of Mississippi	Head of Department of Student Personnel
Turner, Fred H.	University of Illinois	Dean of Men
Turner, Fred H. Colonel	Fifth Service Command	Colonel
Twining, Paul E.	University of Akron	Adviser of Men
Warden, B. E.	Carnegie Institute of Technology	Director of Division of Student Personnel
Watson, Walter S.	Cooper Union Institute of Technology	Director of Student Relations
Waugh, Karl T.	U. S. Office of Education	Field Representative of War Man Power Commission
Wellington, Arthur M.	Ohio State University	Assistant Dean of Men
Werner, Henry	University of Kansas	Adviser to Men
Wilkins, Ernest H.	Oberlin College	President
Winston, Patrick H. Lieutenant Com.	Selective Service System	Assistant Executive
Younger, John	Ohio State University	Professor of Industrial Engineering
Zumbrunnen, A. C.	Southern Methodist University	Dean of Students

APPENDIX B

Roster of Members 1942-43

Institution	Address	Representative
Akron, University of	Akron, Ohio	
Alabama, University of	University, Alabama	
Allegheny, University	Meadville, Pa.	J. R. Schultz
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys
Augustana College	Rock Island, Illinois	E. F. Bunge
Baker University	Baldwin, Kansas	Benjamin A. Geasner
Baylor University	Waco, Texas	David Andrew Weaver (Dean of College of Arts and Sciences)
Beloit College	Beloit, Wisconsin	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin
Brown University	Providence, R. I.	S. T. Arnold
Bucknell University	Lewisburg, Pa.	Ralph E. Page
Butler University	Indianapolis, Ind.	Karl S. Means, Chairman Men's Council
California, University of	Berkeley, California	Hurford E. Stone (Acting Dean of Undergraduates)
California, University of at Los Angeles	Los Angeles, Calif.	Earl J. Miller
Capital University	Columbus, Ohio	Armin H. Meyer
Carnegie Institute of Technology	Pittsburgh, Pa.	B. E. Warden
Carroll College	Waukesha, Wisconsin	Ralph S. Nanz
Case School of Applied Science	Cleveland, Ohio	Theodore M. Focke
Cincinnati, University of	Cincinnati, Ohio	Arthur S. Postle
Citadel, The (The Military School of South Carolina)	Charleston, S. C.	Leaman A. Dye
Colorado College	Colorado Springs, Col.	Wesley Gadd
Colorado, University of	Boulder, Colorado	H. G. Carlson
Cooper Union Institute of Technology	New York, New York	Walter S. Watson Director of Student Relations)
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	G. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colo.	Professor John Lawson
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Florida, University of	Gainesville, Florida	R. C. Beaty
Georgia School of Technology	Atlanta, Georgia	Floyd Field
Hiram College	Hiram, Ohio	F. J. Holter
Idaho, University of	Moscow, Idaho	Herbert E. Lattig
Illinois Institute of Tech- nology	Chicago, Illinois	C. A. Tibbals

APPENDIX B (Continued)

Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner
Indiana, University of	Bloomington, Indiana	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	Robert Rienow
Kalamazoo College	Kalamazoo, Michigan	Wilbur J. Humber, Dean of Student Affairs
Kansas State Teachers College	Pittsburg, Kansas	George D. Small
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Kentucky	T. T. Jones
Lawrence College	Appleton, Wisconsin	Donald M. DuShane (Dean of Students)
Lehigh University	Bethlehem, Pa.	Wray H. Congdon
Louisiana State University	Baton Rouge, La.	Arden O. French
Maine, University of	Orono, Maine	L. S. Corbett
Massachusetts Institute of Technology	Cambridge, Mass.	H. E. Lobdell
Miami University	Oxford, Ohio	W. E. Alderman
Michigan State College	East Lansing, Mich.	Fred T. Mitchell
Michigan, University of	Ann Arbor, Mich.	Joseph A. Bursley
The James Millikin University	Decatur, Illinois	C. L. Miller
Minnesota, University of	Minneapolis, Minn.	E. G. Williamson
Mississippi, University of	Oxford, Mississippi	R. M. Guess
Missouri, University of	Columbia, Missouri	Darwin A. Hindman (Acting Director of Student Affairs for Men)
Montana State College	Bozeman, Montana	Marvin F. Kelly
Montana State University	Missoula, Montana	J. Earl Miller
Municipal University of Omaha	Omaha, Nebraska	John W. Lucas
Muskingum College	New Concord, Ohio	C. W. McCracken
Nebraska, University of	Lincoln, Nebraska	T. J. Thompson
New Mexico, University of	Albuquerque, N. M.	J. L. Bostwick
New York University	New York, New York	William Bush Baer
North Carolina State College	Raleigh, N. C.	E. L. Cloyd
Northeastern University	Boston, Mass.	Harold W. Melvin
Northern Illinois State Teachers College	DeKalb, Illinois	Ernest E. Hanson
Northwestern University	Evanston, Illinois	Elias Lyman
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio.	Joseph A. Park
Ohio University	Athens, Ohio	L. W. Lange
Ohio Wesleyan University	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. College	Stillwater, Okla.	C. H. McElroy
Oklahoma, University of	Norman, Oklahoma	
Pittsburgh, University of	Pittsburgh, Pa.	Theodore W. Biddle
Principia, The	Elsah, Illinois	Garner E. Hubbell
Princeton University	Princeton, N. J.	Christian Gauss
Purdue University	Lafayette, Indiana	Fred I. Goldsmith

APPENDIX B (Continued)

Rollins College	Winter Park, Florida	A. D. Enyart
Rutgers University	New Brunswick, N. J.	Fraser Metzger
St. Olaf College	Northfield, Minnesota	J. J. Thompson, Acting President
South Dakota, University of	Vermillion, S. D.	J. H. Julian
Southern California, University of	Los Angeles, Calif.	Francis Bacon
Southern Illinois State Normal University	Carbondale, Illinois	E. G. Lentz
Southern Methodist University	Dallas, Texas	A. C. Zumbrunnen
Southwestern Louisiana Institute	Lafayette, Louisiana	Joseph A. Riehl
Stanford University	Stanford, California	John Bunn
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Temple University	Philadelphia, Pa.	J. C. Seegers
Tennessee, University of	Knoxville, Tennessee	John O. Moseley
Texas Technology College	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	V. I. Moore
Union College	Lincoln, Nebraska	J. P. Lawrence
Utah State Agricultural College	Logan, Utah	Professor Ira N. Hayward (Of English Department)
Utah, University of	Salt Lake City, Utah	John L. Ballif, Jr.
Virginia Polytechnic Institute	Blacksburg, Va.	Julian A. Burruss, President
Washington and Lee University	Lexington, Virginia	Frank J. Gilliam
Washington State College	Pullman, Washington	Otis McCreery
Washington University	St. Louis, Missouri	W. G. Bowling
Washington, University of	Seattle, Washington	Dean Newhouse
Wayne University	Detroit, Michigan	John R. Richards
Western Reserve University	Cleveland, Ohio	
William and Mary, College of	Williamsburg, Va.	J. Wilbert Lambert
Wisconsin, University of	Madison, Wisconsin	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing (Dean of Students)
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, University of	Laramie, Wyoming	B. C. Daly
		C. H. Blanchard (Dean of Students)
Brigham Young University	Provo, Utah	Wesley P. Lloyd

EMERITUS DEANS

Stanley Coulter, Eli Lilly and Company, Indianapolis, Indiana
 George Culver, Leland Stanford University, Stanford, California
 C. R. Melcher, University of Kentucky, Lexington, Kentucky
 E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota

HONORARY MEMBER

H. Roe Bartle, Land Bank Building, Kansas City, Missouri

APPENDIX C

Summary of Previous Meetings

MEETING	YEAR	PRESENT	PLACE	PRESIDENT	SECRETARY
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, N. Mex.	J. F. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner



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